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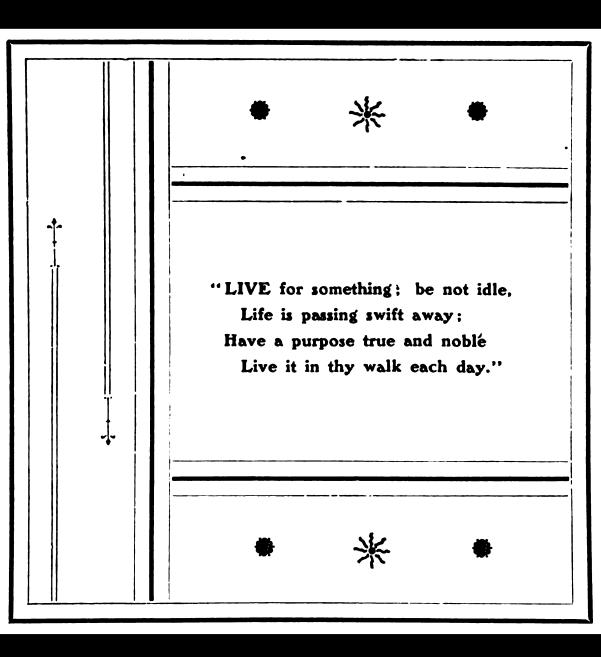
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Albany, New York



NATHAN C. SCHAEFFER

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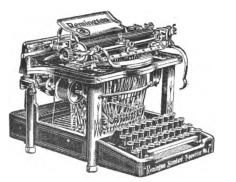
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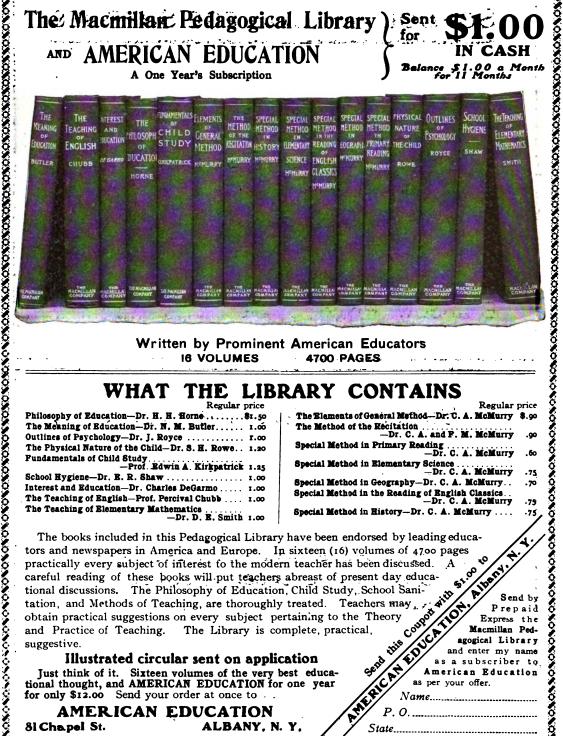
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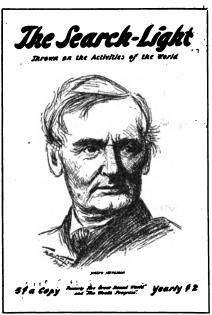
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Those not used in at least five schools within past year are omitted.

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No.	SUBJECTS	1890-91	1801-92	1862-63	1863-94	1894-95	1895-96	1896-97	1897-98	1898-99	1899-1900	1908-3	No.

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# EDUCATION FOR EFFICIENCY

SUPT. WM. H. MAXWELL, NEW YORK CITY

THE first of the burning educational questions of the day is What does education for efficiency mean? It does not mean that every man should be trained to be a soldier. It does not mean merely that each citizen should be able to read the newspapers and magazines so that he may be familiar with political discussions and able to make an intelligent choice between candidates and policies.

Still less does it mean that wretched travesty of education which would confine the work of the public schools to those exercises in reading, writing, and ciphering which will enable a boy or a girl at the age of fourteen or earlier to earn starvation wages in a store or factory. Education for efficiency means all of these things, but it means much more. It means the development of each citizen first as an individual. and second as a member of society. means bodies kept fit for service by appropriate exercise. It means that each student shall be taught to use his hands deftly, to observe accurately, to reason justly, to express himself clearly. It means that he shall learn "to live cleanly, happily, and helpfully with those around him;" that he shall learn to cooperate with his fellows for far-reaching and far-distant ends; that he shall learn the everlasting truth of the words uttered nearly two thousand years ago, "No man liveth to himself," and "Bear ye one another's burdens." Such, I take it, is the goal of American educa-

During the last quarter of a century a great movement for the reform of the elementary curriculum has been gathering strength. The most prominent characteristics of this movement would seem to have been the development of the imagination and the higher emotions through literature and art and music; the training of the body and the executive powers of the mind through physical training, play, and manual training; and the introduction of the child to the sources of material wealth, through the direct study of nature and of processes of manufacture. At first the movement seems to have been founded on psychological basis. To-day the tendency is to seek a sociological foundtaion-to adjust the child to his environment of man and of nature.

#### DEFENSE OF "FADS"

At various times during the past ten or fifteen years, and particularly during the past year, reactionary voices have been loudly raised against the New Education, and in favor of the old. Such was to be expected. Reactions follow inevitably in the wake of every reform, political and social. Analysis will show that the reactionary tendencies in education arise from three chief sources:

1. The demagogic contentions of selfish

politicians who see that it costs more money to teach the new subjects of the curriculum than the old, and that thus a large proportion of the public revenue is diverted from the field of political spoils. These are the men who have invented the term "fads and frills." It must be theirs to learn that it will require something more than a stupid alliteration to stem the. tide of those irresistible forces that are making the modern school the faithful counterpart of the modern world and an adequate preparation for its activities. The saving common sense of the common people, when deliberately appealed to, will always come to the rescue of the schools.

- 2. The reactionary tendency is due in part to an extremely conservative element that still exists among the teaching force. Accustomed to mass work both in learning and in teaching, they regret the introduction into the schoolroom of arts which demand attention to individual pupils.
- 3 The reactionary tendency has its roots even among the more progressive teachers in a vague feeling of disappointment and regret that manual training, correlation, and nature study have probably not accomplished all that their enthusiastic advocates promised ten to twenty years ago.

The feeling of disappointment, we might say even of discontent, among the more thoughtful and progressive teachers is what might have been anticipated. In the first place, public education has become a much more difficult thing than it was half a century ago. It has become more difficult because of the constantly increasing migration of population from the country to the cities, and because of the enormous increase in immigration from abroad, and particularly because the character of the immigration has changed.

In the second place, the feeling of disappointment with the results of the newer studies arises from the fact that these studies were introduced before the teach-

ers were prepared to teach them; for too long they were concerned enterly with uninteresting formal processes rather than with interesting results: that they were not related to real needs of school and home, and were not properly co-ordinated with other phases of the curriculum. Much yet remains to be done to assimilate the environment of the world.

#### SCHOOLS DOING BETTER WORK NOW

And yet, while we may feel discontented with the situation, and regret the increased difficulties of our work, there is no reason for discouragement. I have no hesitation in saying that in general intelligence, in all-around efficiency, in power of initiative, the pupils whom I see are superior to those of a quarter of a century ago.

And yet, the teachers of America are still far from satisfied with their achieve-They are dissatisfied with the elementary curriculum because it seems crowded by the new studies that have been added without diminishing the number of the old. They are dissatisfied with the high school curriculum because the old-style language, mathematics, and science course, however suitable it may be for admission to college, does not precisely meet the needs of boys and girls who are going directly into life. They are dissatisfied with the specialized high school because it seems lacking in some of those attributes of culture in which the old-time school was strong. And they are dissatisfied with the college course because the elective system which has taken the place of the old, prescribed course, does not seem to give a strong, intellectual fibre to the weaker students who, too often, follow the path of least resistance. And they are dissatisfied because there is less intelligence, less efficiency, and less helpfulness in the world than the world needs. So far from feeling concerned at this widespread discontent, we should rejoice that it exists. There is nothing so blighting to educational enthusiasm as smug satisfaction with what is or what has been; there is nothing so stimulating to educational effort as a realizing sense of present imperfections and of higher possibilities.

As to the curriculum of the higher schools and colleges, the problem is really not what studies shall be inserted and what omitted, but how shall we make it possible for the student to get that culture, efficiency, and power out of his studies which his development requires.

#### CHILD'S NEEDS SHOULD BE GUIDE

As to the elementary curriculum, surely we shall not go far wrong if we apply to each study and even to each detail of each study these four questions:

- I. Is this study or this exercise well within the comprehension of the child?
- 2. Does it help to adjust him to the material and spiritual environment of the age and the community in which he lives?
- 3. Does it combine with the other studies of the curriculum to render him more efficient in conquering nature and in getting along with his fellows, and thus to realize ideals that transcend environment?
- 4. Does it accomplish these objects better than any other study that might be selected for these purposes?

If these questions are answered in the affirmative, we may reasonably conclude that the study or the exercise in question is an important element in education for efficiency. Examined from the viewpoint established by these questions, every study will assume an aspect very different from that which it bears when taught without a well-defined object. Take drawing, for example. Drawing may be so taught as not only to lay bare to seeing eyes now worlds of beauty, but to lead to that reverent appreciation of nature and the reapplication of her lessons to daily industrial art which is the way, as Ruskin has

said, in which the soul can most truly and wholesomely develop essential religion.

#### **AGRICULTURE**

Again, take the teaching of agriculture. While our soil seemed inexhaustible in fertility as in extent, the need of such teaching was not felt. Now, however, we are obliged to have recourse to lands that produce only under irrigation. The rural schools have added to our difficulties by teaching their pupils only what seemed most necessary for success when they should move to the city. The farms of New England are, in large measure, deserted or are passing into alien hands. To retain the country boy on the land and to keep our soil from exhaustion, it is high time that all our rural schools turned their attention, as some of them have done, to scientific agriculture. There is no study of greater importance. There is none more entertaining. If every country boy could become, according to his ability, a Burbank, increasing the yield of the fruit tree, the grain field, and the cotton plantation, producing food and clothing where before there was only waste, what riches would be added to our country, what happiness would be infused into life? To obtain one plant that will metamorphose the field or the garden, ten thousand plants must be grown and destroyed. To find one Burbank, ten thousand boys must be trained, but unlike the plants, all the boys will have been benefited. The gain to the nation would be in-Scientific agriculture, practicalculable. cally taught, is as necessary for the rural school, as is manual training for the city school.

It is not in secondary schools alone, however, that efficiency demands highly differentiated types of schools. It is absurd to place the boy or girl, ten or twelve years of age, just landed from Italy, who cannot read a word in his own language or speak a word of English, in

the same class with American boys and girls five or six years old. For a time, at least, the foreigners require to be segregated and to receive special treatment.

#### MUST IMPROVE TEACHERS' CONDITION

To secure training for efficiency the conditions of teaching must be such that each teacher shall be able to do his best work. By common consent one of these conditions is that teachers shall not be subjected to the ignominy of seeking political or other influence or cringing for the favor of any man in order to secure appointment or promotion. During the past year two events have occurred which seem to be full of promise for the establishment of this condition. The public school teachers of Philadelphia have been freed from the bondage to ward politicians in which they were held for well-nigh a century; and the one-man power, beneficent as such a system proved under a Draper and a Jones in Cleveland, has been supplanted by an apparently more rational system. Independence of thought and freedom of initiative are necessary to the teachers of a nation whose stability and welfare as a republic depend upon the independence, the intelligence and the free initiative of its citizens. Independence of thought and freedom of initiative may be throttled by bad laws, but under the best of laws they will be maintained only by the teachers themselves. By making it unprofessional to seek appointment or promotion through social, religious or political influence the teachers of this country have it in their power to establish one of the most essential conditions of education for efficiency.

We are beginning to see that every school should be a model of good house-keeping and a model of good government through co-operative management. What more may the schools do? They can provide knowledge and intellectual entertainment for adults as well as for children.

They can keep their doors open summer as well as winter, evening as well as morning. They can make all welcome for reading, for instruction, for social intercourse, and for recreation. But I for one believe they may do still more.

When I look upon the anæmic faces and undeveloped bodies that mark so many of the children of the tenements, when I read of the terrible ravages of tuberculosis in the same quarters, I cannot but think that the city should provide wholesome food at the lowest possible cost in public school kitchens. To lay the legal burden of learning upon children whose blood is impoverished and whose digestion is impaired by insufficient or unwholesome feeding is not in accord with the boasted altruism of an advanced civilization or with the divine command: Feed the hungry. Is this not also a subject for investigation by our national council?

And should it some day come to pass that men will look upon corruption in public and corporate life, such as of late we have seen exposed in New York, Philadeiphia and St. Louis, with the same loathing with which they regard crime in private life, it will be when the schools are in earnest about teaching our young people the fundamental laws of ethics, that

The ten commandments will not budge, And stealing still continues stealing.

But economic perils and racial differences are the teachers' opportunity. Here in this country are gathered the sons and the daughters of all nations. Ours is the task not merely of teaching them our language and respect for our laws, but of imbuing them with the spirit of self-direction, our precious inheritance from the Puritans; the spirit of initiative which comes to us from the pioneers who subdued a continent to the uses of mankind; and the spirit of co-operation.

#### THE STANDARDS OF LOCAL ADMINISTRATION

HON. GEORGE B. McCLELLAN, MAYOR OF NEW YORK

I may be that I am old-fashioned, that my theories are obsolete, but I assure you I am sincere in saying that I believe that schools exist for man, and not man for schools. There is no more misused, misapplied, and misunderstood word in the English language than education. To teach is one thing; to educate is another. You can teach a bullfinch to whistle "Hail Columbia," or a parrot to sing the "Star-Spangled Banner," but in neither case will your efforts have resulted in producing a useful American citizen.

Teaching, so far as it goes, is most admirable, but the teaching of children that does not educate can scarcely justify any expenditure of public moneys. What our scheme of government requires is that our children be educated. They must be taught, of course, as a condition precedent to the education; but the teaching is only a means to an end, and is by no means an end in itself.

#### MERE MONEY-MAKING MACHINES

In the race for wealth in which for years we have been engaged, our educators, recognizing the economic law of supply and demand, have tried to bring to market only salable goods. When fond parents have preferred that colleges should turn out money-making machines rather than educated men, colleges have met the demand, and well chosen elective courses have graduated hard-headed young men ready to begin the struggle for life. Time being literally money, every day saved in preparation for the contest has been considered of advantage. A bachelorof-arts degree in many cases means that its recipient is a specialist in some one narrow line of money-making, and not that he is the possessor of a liberal education. The craze to turn out complete money-making machines is not confined to

our colleges, it has even entered the field of public education.

As the requirements of modern conditions change, so the requirements needed to meet modern conditions change. The three R's of yesterday may not necessarily be the three R's of to-day. But there are certain fundamental subjects that everyone must know and know well if success in after life is to be hoped for. However much opinions may differ as to what should constitute a liberal or a fundamental education, there should be no difference of opinion as to what should form the groundwork.

#### PLEA FOR THE "THREE R'S"

I do not believe any one can be educated who has not at least a smattering of the three R's. It may possibly serve some mysteriously useful purpose to teach twelve-year-old boys who cannot read even the simplest English to sew buttons on shirts, or to drill girls of the same age to whom the rule of three is unknown, in the theory but not in the practice of music and cooking—for both are often bracketed together in our school curricula. But the ignorant outsider who is excluded from the Parnassus of "educational circles" may be permitted to wonder at the wherefore of it all.

It is anything but flattering to our "standards of local administration" that the products of our great urban public schools seldom succeed at either West Point or Annapolis. Run through a list of the honor men at both academies, and, while you will often find among them the products of private institutions, you will find that the vast majority come from the little cross-road country schoolhouse, whose simple-minded teacher—God bless her!—has had no other working capital at her command than a fair knowledge of the

three R's, which she has conscientiously imparted to her pupils.

I trust you will not imagine that I am playing Devil's advocate, at the canonization of what in so-called "educational circles" are known as "educational utilities." Many of them are really most useful, if properly and thoroughly taught. But the tendency which exists to exploit the teacher at the expense of the taught inevitably results in giving the pupil the merest smattering of innumerable subjects, in puzzling his poor little brain without developing it.

## "GET-WISE-QUICK" THEORIES

The chief purpose—for that matter the only purpose of public education—for it is with public education only that we are concerned to-day-is to make good citizens of the republic. We owe an equal duty to every boy and girl in the land, to see to it that every child whose parents cannot afford to give it an education is thoroughly grounded in at least the rudiments of learning, is taught to study and to think, and is given the tools with which if so disposed it may still further educate itself. "Get-wise-quick" theories are as pernicious as "Get-richquick" concerns. We cannot hope to produce scholars ready-made. If we can cultivate the habit of study and of thought we shall have accomplished much.

The country needs men of thought and men of learning, and needs them badly. The man who thinks may be a greater patriot than the man who does. We have deified action at the expense of thought. We suffer from the spirit of unrest, which frequently prompts us to ill-considered, immatured and thoughtless action. We are inclined to applaud the man who does, not so much because he accomplishes anything useful as because he accomplishes something, be it good, bad or indifferent.

#### THE DECLINE OF CONTENT

Contentment bids fair to be banished from our existence. Contentment and happiness are synonymous, but we prefer to sacrifice both in a struggle for the unobtainable. Were our ambitions laudable, our state of mind would be most commendable, but unfortunately we scarcely know what we are striving for. We have forgotten that deeds are merely a means to an end. Having no particular end in view, we treat the deeds themselves as the summum bonum, the ultimate object of attainment.

You who are here to-day are charged in your life's work with one of the sublimest missions in the world. Not to make savants or scholars, not to make writers of books or sages, but to make honest, thoughtful, God-fearing men and women. If you succeed in doing this you will have proved the reason for your existence.

THRICE fortunate are you to whom it is given to lead lives of resolute endeavor for the achievement of lofty ideals, and, furthermore, to instil, both by your lives and by your teachings, these ideals into the minds of those who in the next generation will, as the men and women of that generation, determine the position which this nation will hold in the history of mankind.—President Roosevelt, Ocean Grove, July 7.

### THE FUTURE OF TEACHERS' SALARIES

WILLIAM T. HARRIS, U. S. COMMISSIONER OF EDUCATION .

AM glad to mention here that the average annual increase in higher education throws open nearly one thousand new places a year in colleges and universities for teachers promoted from the secondary schools who have the requisite skill and scholarship. There were in 1890, 7,018 professors and instructors in the colleges and universities of the United States, not counting the professional schools. In 1903 the number had risen to 20,887. It started with less than 8,000 and has an increase of new places in thirteen years almost equal to one thousand a year (12,969). The secondary schools of the United States counted 16,329 teachers in 1890, and in 1903, counted 33,795. This increase gave 17,466 new positions in thirteen years for teachers in public and private schools.

What may be called the higher occupations, which have to do with protection and culture, increased with a considerable degree of uniformity in the thirty years ending in 1900, showing an increase from 32,000 to 44,000 thirty years later in each million.

Professors and teachers were counted by the census in 1870 at 10,141 in each million, but the quota of 1900 in each million is increased to 18,509.

The recent canvass of the salaries by the special committee of which Colonel Wright, the chairman, makes report this year, gives us data from which we may complete our list of better-salaried positions besides those in colleges already named, counting in superintendents, assistant superintendents, high school principals, elementary school principals, high school teachers (not principals), elementary school teachers, six classes, reported in 467 cities of over eight thousand inhabitants.

This list aggregates 53,554 positions, with annual salaries of \$600 and over, one-half of which pay \$800 and upwards, and 14,193 of \$500 to \$600, and 17,728 annual salaries below \$500.

I stop at salaries at six hundred dollars because he who receives six hundred dollars per year receives more than his quota of the total production of the United States, the total income of the nation in 1900, made on liberal basis, being only \$551.56 per inhabitant, if divided among the entire number of men, women and children, seventy-six millions in all.

Teachers, if there are any who claim an increase of salary beyond a salary of \$551.56 a year on the ground of their natural right to a pro rata share of the wealth produced in the United States, could not urge a valid plea because the total wealth distributed even without payment of interest on capital or rent on real estate does not yield beyond that average sum to the twenty-nine millions of persons following a gainful occupation in the United States.

The average person having a gainful occupation in 1850 produced less than \$500 (\$484.80); in 1860, \$651.48; in 1870, \$849.03; in 1880, \$721.93; in 1800. \$990.32; in 1900, \$1,065.69. The larger the sum produced by the average person in the United States the greater his ability to support schools and furnish positions of large salaries for the highest order of teachers. These figures, therefore, on the increase of productive power on the part of the individual wage earner in the United States are full of hope for the future of the teacher as regards his salary and his social position.

Science makes possible mechanic invention and it makes possible also the use of the forces of nature to reenforce human power and the power of domestic

animals. This progress in the reenforcing of the human might as it goes on from year to year may be expected to increase the wealth-producing power of the individual. It would seem that in fifty years, from 1850 to 1900, the wealth-producing power has more than doubled. All countries show increased power of wealth production in proportion as they adopt labor-saving ma-

chinery, but few to the extent of the United States.

The future of Teachers' Salaries is therefore a bright and promising one viewed in the light of the general industrial progress, but a far more hopeful one viewed from the economical law of increased values for vocations that have for their object protection and culture.

#### THE NATION'S EDUCATIONAL PURPOSE

ANDREW S. DRAPER, COMMISSIONER OF EDUCATION, NEW YORK STATE

W E hold all endowed institutions of learning as part of the public educational system of the country. We look upon private and proprietary institutions, if moved by correct influences and managed by proper methods, to be deserving of aid and commendation. We give to sectarian and denominational schools our fraternal regard and professional cooperation. We express our regret that any may think it necessary to decline the privileges of the public school system and maintain schools at their own expense, on conscientious If we cannot accept their grounds. thought, we will recognize sincerity where ever it is convincing. We will articulate, so far as we may, with every educational activity calculated to quicken the nation's moral sense or uplift the nation's intellectual life. It is the overwhelming, and, we believe, the settled American opinion that neither the federal power nor that of any state can sustain a business relation with, or give financial aid to, or divide its responsibility with, any class or interest not common to every citizen and every section; but that affords no ground for irritation between any class or sectional interest. and any phase of the state or federal power.

#### A FUNDAMENTAL POINT

It is fundamental in America that women shall have the same educational opportunities as men. The opportunities are not to be equivalent in the opinion of men, but they are to be identical in the opinion of women. All offerings are to be open and the right of election is to be free. The sentiment is growing that the education of men and women must be in the same institutions, if the opportunities are to be even; that there is no moral reason why this should not be so, and that good morals, good sense, and the soundest educational ends are promoted by having it so. There is yet some prejudice against it in the eastern states, but logic, justice, and experience are concluding the matter.

No other country and no other age ever dreamed of such private benefactions to learning as we have become accustomed to. The common impulse honors the benefactors and holds the gifts to be sacred and inviolable public trusts. They must be neither impaired nor misdirected. The laws must assure the ends for which they are created; public sentiment must see that trustees execute the purpose of the givers with exactness.

We are never to forget that the schools are not only to educate people in order that they may be educated, but to educate them in order that they may do things. They are to be trained for labor and for effectiveness. The schools must help to make the pupils and the people know that the attitude of the republic in the world is nothing different from the attitude of the

individual units which make the nation. There is no one-man power, no ministerial power, no money power, no specious but fallacious philosophy, going to rule this country. This is a democracy—discussion and native energy will point that way.

The educational purpose of America is sharply distinguished from that of other lands. The essential factor in the differentiation is our democracy.

#### AMERICANS AS OPTIMISTS

We have got hold of all that and more. We may learn from all other systems, but there is an essential educational purpose in America which distinguishes our system from all others. We know nothing about classes. We stand for the equal opportunity for all. Even more—much more. It is the natural belief that the greatness of the nation and the progress of mankind depend upon encouraging and aiding every child of the people to make the most of himself, without fear of consequences, and without doubt of results of the very highest moment to the nation and to the world.

All Americans are optimists. There may be a few stopping with us who are not, but they are not Americans. The expectations of the nation are not to be measured. Our expectations are not gross. They are genuine and sincere, moral and highminded. They are to be realized through the universal, popular enlightenment. The nation believes implicitly in the essential principles established in the great charters of English and American liberty. using its money and its political power for the fullest development of those great principles. It is doing it with judgment, with confidence and without apprehension. With fearless self-initiative, with self-conscious rectitude, with ready acceptance of the logical consequences of its own progress, with malice toward none and charity for all. with no thought of conquest, with no purpose but liberty, security and intellectual and moral progress in its mind, with knowledge that all real progress must come through work and all real growth must come through service, the nation once more pays its respects to the past and gives itself anew for the future.

#### THE IMMIGRANT CHILD

MISS JULIA RICHMAN, DISTRICT SUPT. OF SCHOOLS NEW YORK CITY

OURS is a nation of immigrants. The citizen voter of to-day was the immigrant child of yesterday. He may be the political leader of to-morrow. tween the voter of to-day and the immigrant child of yesterday stands the school. The school alone can make of the immigrant the material upon which the future welfare of the state and the nation is based. Careful examination of the statistics of the bureau of immigration shows, first, that no census of children of school age among the arriving immigrants is taken; second, that thousands of immigrant children of school age never enter our schools; and, third, that

about nine per cent. of immigrant arrivals are of school age. That there has never been any coördination between the immigration and the school authorities is a governmental blunder which needs immediate correction.

The immigrant child of prior schooling should be properly graded, not according to his knowledge of English, but according to his mentality. Special classes for foreigners, as a means to an end, not as an end in itself, must be established in all communities where foreigners congregate.

The Americanization of the child, while the parents remain foreign in

thought, language, and custom, means The school must domestic shipwreck. give to the parents correct American standards. In order to acquaint parents as well as children with a respect for the law, we must change our methods of teaching civics. A community needs knowledge of local ordinances before it needs to know the divisions of the national government. Foreigners should be taught the laws which were made for their protection. It is far more essential that they should be taught to obey tenement house laws, to keep fire escapes clear, and to separate ashes from garbage than to memorize the qualifications of a United States senator or to name the members of the President's cabinet.

We must recognize that pedagogy based solely upon theory has outlived its usefulness. Abstract educational theories must stand aside to make room for sociological experiences. The sociological needs of a community must be examined and closely studied by educators and the causes thereof must be scientifically

traced. In the removal of these causes the school will find its chief function, its chief obligation to the community. Sociology and pedagogy must be harmoniously blended would we truly serve the state and the nation. With this ideal before them, the training schools for teachers must revise their methods.

A teacher's life, if viewed with the eyes of the optimist, is one of glorious opportunity; to the pessimist it is one of hopeless drudgery. With you it still rests either to make your teaching a work of hopeless drudgery or of unlimited opportunity. Nowhere is that opportunity so rich, so fruitful, and so soul-satisfying as in a community of aliens. classes of the community there is much of God's work to be done. In the large immigrant communities this is especially true. Let us give ourselves to the task of serving the state, humanity, and God. Ours is the great opportunity of rendering the rare and holy services of making a true American citizen out of an immigrant child.

#### THE SCHOOL ASPECT OF COMPULSORY EDUCATION

G. H. MARTIN, SECRETARY MASSACHUSETTS STATE BOARD OF EDUCATION

IN all ages and among all peoples men have talked much of their own rights and of children's duties; we are beginning to reverse the terms and assert children's rights and men's duties. It is not creditable to modern civilization or modern Ghristianity that, after seventy-five years of fighting the wholesale exploitation of child labor in mines and mills, we should still find the enemy in possession of so many entrenched positions and defending them so successfully.

Wherever we find children denied prematurely their right to time and instruction we find the primary cause the ignorance and the selfishness of the parents. In every investigation into child labor it is found that the motive of the parent is to relieve himself from labor. There is evidence that as the proportion of the family income derived from the labor of children increases the earnings of the father decrease.

Whatever may be true in the country and on the farms, it is certain that in factory towns where child labor is depended upon for family support race suicide is delayed. To this crime against childhood the parent is tempted by the greed of employers. They furnish the opportunity which in the North has drawn as by magnet attraction the poor and ignorant peasants of Canada and Southern Europe, and in the South the

equally poor and ignorant mountain whites. Against this conspiracy between employer and parent the child is helpless. Only society, by means of laws carefully drawn and rigidly enforced, can secure him his rights. To such legislation and to such enforcement society is drawn by its own interest and compelled by its highest obligation. Mercantile interests can look out for themselves, but the children must be protected by the State.

The time given to children to call their own in which to equip themselves for the battle of life in the most advanced communities has reached a maximum of fourteen years. This is low enough for any community, and wherever there is a lower limit all the social forces should

combine to raise it. In fourteen years a child of even moderate ability in a community which furnishes adequate school facilities should have acquired a good elementary education, broad enough and thorough enough for him to build upon by voluntary effort such superstructure of more advanced culture as he is inclined to. This may easily be shown by a brief analysis of the modern elementary school course.

The child has a right to be taught how to be useful and to be increasingly useful as he grows in strength and intelligence. He has a right to know the pleasure of service and to feel the obligation of service. He has a right to have some place made for him in the industrial life of the family.

#### THE LEGAL ASPECT OF COMPULSORY EDUCATION

F. H. GIDDINGS, COLUMBIA UNIVERSITY

THE educational problem and the industrial problem of child labor cannot be separated. Child labor itself is a kind of education, which, according to its nature and extent, may be consistent or altogether inconsistent with other kinds. The labor that American boys and girls had to perform on the farm a generation and more ago was often an invaluable discipline of mind and character, fitting them for self-reliant and useful careers quite as effectively as their meagre school training did. Such labor did not necessarily unfit the child for the enjoyment of the highest educational advantages. Exhausting confinement in stores, sweat shops and factories is child labor of an altogether different sort. It is antagonistic to the child's mental and physical development and it cannot be combined with any sound educational policy.

It is not easy to maintain the administrative machinery to enforce child labor restrictions and the truancy laws. Ex-

perience has shown that compulsory attendance is itself the best enforcement of the laws against child labor; but this is difficult where school accommodations are inadequate and where population is either dense and heterogeneous, as in the tenement house quarters of our great cities, or sparse and indifferent to educational interests, as in the mountain regions of the South.

A very special difficulty, and one that puts all our theories and our devices to the severest test, is that which is presented by destitute families. The practical question which has to be answered over and over is: Is it right to take a strong, overgrown boy thirteen years of age from money earning employment and force him to attend school when by so doing we compel a widowed mother to apply to private or public relief agencies for help, thereby making her, and perhaps the boy also, a pauper?

The only answer to this question con-

sistent with the policy of compulsory education itself is the proposition that in such cases adequate public assistance should be given, not as charity, but as a right.

A final and deeper difficulty exists, which has received curiously little attention. We hear a great deal lately about "race suicide." Large families are no longer seen, especially in the so-called middle class. It is strange that no one has pointed out the connection between the increased demand upon parents to maintain their children in school, foregoing the earnings that children might add to the family income, and the diminishing size of the average family. connection, however, is undoubtedly a real one, and the practical inference is obvious. If the restriction of child labor is desirable; if compulsory education is desirable; and if at the same time large families also are desirable; the state must make up to the family at least some part of the income that children could earn if they were permitted freely to enter upon industrial employments. The question, therefore, that we shall have to face and to answer, is this: Shall the state pay parents for keeping their children in school, between the ages of ten and fourteen? This would be a policy of socialism, undoubtedly. I do not pretend to say whether the American people will or will not adopt it. I only say that as a matter of social causation they will be compelled to adopt it, if they try to maintain both large families and compulsory education, while prohibiting child labor in department stores and factories. It is not my intention to advocate the measure, or to argue against it. My purpose is served in calling your attention to the logic of facts.

# MANUAL TRAINING IN THE GRADES

SUPT. L. D. HARVEY, MENOMONIE, WIS.

E NOUGH crimes have already been committed in the educational world under the name of correlation without still further extending the list in attempting to correlate every form of motor training with some phase of the text book of the school room.

Correlation in educational work should be natural and not forced. Indeed, it cannot be forced; and much of what goes under the name of correlation would better be called a conglomeration of disjointed and unrelated fragments of knowledge with a resulting habit of mind of little value in effective and concentrated effort.

I believe the children being trained today are far more concerned with the industrial processes of to-day than they are with the industrial processes of primitive peoples, and I cannot bring myself to the belief that nature has made so great a mistake as to bring children into the world at any given stage of the development of civilization lacking the capacity to enter into that civilization without going through all the preliminary processes and steps through which it has been evolved.

I am not undertaking to argue the question as to whether the child in his unfolding must live over again in his development the development of the race, and must begin where the race began; but I do undertake to express my belief that if this be true, he is at the time he enters the public school advanced far enough in this process of development so that some systematic effort may be undertaken for his training through the utilization of his immediate environment, and that it is unnecessary to attempt the diffi-

cult task of reconstructing the environment of primitive peoples which finds no proper place in the environment of to-day.

We have been making the mistake in our public school work of assuming that the child can be taken from the home, where its activities before entering school have been concerned chiefly with things, and that during the school period each day we may entirely change the form of his activities and invoke the activities which come from the use of books.

He should have during these early years just such scope for motor activity and systematic training as a well organized course in manual training will provide.

And many of those who make these complaints, doubtless with more or less of truth, argue that what is needed in the public schools is fewer rather than more subjects, and that manual training would only add to the burdens of teachers and pupils, and would detract from the quality and quantity of knowledge and kind of training to be derived from the study of the traditional three R's in the course of study.

The remarkable thing about these claims is that they are made just as frequently and with just as much truth where no work in manual training or

The trouble is not that we have too other of the so-called "fads" is found. many subjects, but that we attempt to teach too many things in these subjects which are not worth teaching, and are wasteful in time, method, and effort with correspondingly poor results.

## WHY DO SO MANY PUPILS LEAVE THE HIGH SCHOOL?

REUBEN POST HALLECK, PRINCIPAL BOYS' HIGH SCHOOL, LOUISVILLE, KY.

THINK secondary schools do their work as well as any other department of education. In some of our large cities fifty per cent. of all enrolled pupils do not get beyond the fourth grade. This is an appalling fact which ought to alarm any nation whose foundation rests on education. Those of us who are entrusted with secondary education must in the future try to make two blades of grass grow in the high school where one has grown before.

High school teaching is not a profession. In some states the average length of a high school teacher's continuance in the business of teaching is not over four years. No profession can secure good results on such an average of length of service, no matter whether it is the medical, engineering, chemical, or teaching profession. Under existing conditions we must expect withdrawals from school and untold misdirected and wasted human effort.

An average of less than twenty per cent. of the boys entering the high schools of the United States remain to graduate, although naturally the average for girls and for most smaller cities and towns is larger. The Boys' High School of Louisville has by improving its teaching force graduated during the last six years an average of nearly thirty-eight per cent. of all boys entering. It is not so much the subject as the teacher that causes pupils to lose interest and with-Something more is needed than enrichment of the course to prevent withdrawals. Enrichment of the high school course does not always enrich the pupil. In high schools with utilitarian courses the percentage of pupils leaving is often higher than in classical high schools.

There will be fewer withdrawals :f teachers will give sympathetic outside attention to a pupil the moment he begins to fall behind; if they will remember that incoming pupils are very immature, that and that it is no time to teach the abstruse metaphysics of any subject. The deplorable break between the eighth grade and the high school is due more to an emphatic difference in the kind and amount of mental activity required in the high school than to mere difference in subject matter.

has given them. The oldest already know something of the world, and judge their teachers most severely if they show ignorance of it. The mere man of books, the pedant schoolmaster, has been for ages the butt of satire and caricature. This too common literary personage should be supplanted by the schoolmaster in his true

High school teachers should be chosen largely in terms of their personality with the main emphasis on the power to stimulate and inspire. I have seen such teachers develop what is known as the "school spirit" and a desire on the part of pupils to look after the delinquents in their class and help them in the same way that an altruistic city looks after its unfortunates. It should be the chief aim of teachers to develop moral stamina. The high school "quitter" is usually more of a moral than an intellectual failure.

# HOW CAN PUPILS BE INDUCED TO-REMAIN IN THE HIGH SCHOOL?

WILLIAM SCHUYLER, MCKINLEY HIGH SCHOOL, ST. LOUIS, MO.

FOR years schoolmasters have gathered together and discussed what they should do for the children committed to their charge. They have accomplished much by these discussions, but they should remember that "Charity begins at home." and should sometimes consider the ever present question, What shall they do for themselves? For the success of the school depends mainly upon the schoolmaster, the schoolmaster as a man-not only as a man of learning or of executive ability, but more especially as a man of the world. As his aim is to fit his charges for life in the world—the world as it is, not as it ought to be-he must know this world thoroughly. Especially is this true for teachers in secondary schools, many of whose pupils are soon to make their way in the world equipped with what the school

something of the world, and judge their teachers most severely if they show ig-The mere man of books. norance of it. the pedant schoolmaster, has been for ages the butt of satire and caricature. This too common literary personage should be supplanted by the schoolmaster in his true part as "guide, counsellor, and friend." The schoolmaster's influence depends more upon what he is than upon what he knows. He should be like those pilots who not only know every reef, but whose barks have never been wrecked. He should be the master, not a slave of the world. He can attain this mastery only by mingling with men of the world and by learning from them. His acquaintances and some of his close friends should be men of very different life from his own. In this way the schoolmaster can learn to understand better the parents of his pupils and so understand better the pupils who are modelling themselves upon their parents. all his book learning, all his skill in presentation will be of little avail unless his pupils understand him and sympathize with him and vice versa. The schoolmaster must endeavor to be like St. Paul, and "become all things to all men, that he may by all means save some."

# CORRELATION OF MATHEMATICS AND SCIENCE

C. E. MC CORMICK, BRADLEY POLYTECHNIC INSTITUTE,
PEORIA, ILL.

MATHEMATICS is a method of science; it is a language used in the expression of scientific thought. It is therefore essential to the study of those sciences which have attained the greatest degree of perfection, such as physics, astronomy and chemistry. A mathematical training which does not fit a student for his subsequent work in science is a misdirected training. It is often a far cry from the mathematics of the schools to the mathe-

matics of serious life. In school and college the emphasis should be placed upon the efficiency of mathematics, yet even keeping in mind that only through logical reasoning can truth be found. In the college of a hundred years ago mathematics had but little bearing upon the future work of the student. With the development of the study of science there has arisen a field which demands the use of mathematics not only in the college but in the multitudinous pursuits requiring technical training. A knowledge of mathematics, then, becomes essential within a large realm of human activities. There has not been a corresponding change in the courses of mathematics sufficient to meet the new demands that have arisen. How can courses in mathematics be organized to better meet the needs of science, pure and applied?

- 1. By stripping them of artificial scholastic methods and giving a common sense mathematics.
- 2. By an early introduction of the results and methods of higher mathematics, especially of analytic geometry and calculus.
- 3. By the consideration of real scientific problems instead of the manufactured riddles of the books.
- 4. By the actual handling of physical phenomena through observation and experiment.

The position of mathematics as a mental tonic would be strengthened rather than weakened in thus replacing the cold formality of pure mathematical study by the invigorating study of a live mathematics which is seen to be a power. The student who has a taste for pure mathematics will receive inspiration, for, as Fourier says: "The deeper study of nature is the most fruitful source of mathematical study."

Work well done is in itself the amplest reward and the amplest prize.—President Roosevelt.

# PHYSICAL TRAINING IN THE GRAM-MAR SCHOOL

MISS REBECCA STONEWOOD, WASHINGTON, D. C.

THE true educational value of physical training is that it is a training for life. The department of plays and games holds a higher place in this connection, for in no other form of physical exercise can we get in so short a time those qualities of quick observation, reasoning, decision, nerve and muscular control. The constant playing of a game secures accuracy and quickness of execution generally termed skill, which enables one not only to do this thing well, but all allied movements, thus relating them to the great purpose of education which is the power to do.

It is by means of the class exercise that we are enabled to influence each and all of the hundreds of children in a grammar school. The opportunity is given for a personal inspection and individual training in posture and habit. School gymnastics, although an artificial system of exercise, have the advantage over plays and games in our educational scheme on account of their practicability. We can give daily to large masses of children in a short space of time in all seasons and under all conditions of weather, without play-grounds, a certain amount of all round physical exercise based upon physiological principles, calling into play all the muscles of the body and so planned and executed as to be of the greatest educational value.

It must be distinctly understood that school gymnastics are not recreation. They are school work. I would never attempt to substitute such work for the play of recess. Both departments of physical education, the plays and games, and the formal gymnastics are necessary and should go hand in hand in a perfect system of physical training.

While retaining the educational pur-

pose and value of physical training the method of teaching can be one which arouses interest, delight and pleasure. So let us introduce more of the recreative element into what by its very nature could resolve itself into a dreary monotonous drill. The more recreative the educational gymnastics, and the more educational the play, the better will be the system of physical training adapted to grammar schools.

# THE AIMS OF DRAWING IN THE PRIMARY GRADES

MISS EMMA M. CHURCH, DIRECTOR NORMAL ART DEPT.

CHICAGO ACADEMY OF FINE ARTS

THE tendencies that characterize the primary child are those of restless, bodily and mental activity; the latter being of the subjective imaginative kind. It is the time of symbolism and spontaneous play; the time of all times to inculcate the love of artistic creation which will blossom at a later period.

He is intensely interested in action, in human and animal life; but not in landscape except as a conventional background for some kind of action.

The sources from which we may derive interesting material for illustration are his games which are the most intimately interesting phase of life because they afford him a chance to live them through acting. He will love nature the more for having been introduced to it through nature myths and fairy tales, because he can through them approach nature with a human interest. allowed to dramatize them, so much the better, for he has made them his very own by living them. He will revel in symbolic nature stories of his own, told first in words and then in pictures; stories of home life, industries among which he lives often become true poetry in his hands; if we can but see them from his point of view rather than our own.

Clay is the little child's own medium for representing form because he can express it as it appeals to him from his tactile knowledge of it.

Only such mediums should be used as are sufficiently plastic to call for little physical effort.

The brush, with water-color or ink, charcoal, clay are the mediums for the little ones.

The smaller the child the larger he should work and he will naturally work large if he has not been taught to write too young; in which case, he will pinch his brush as he does his pencil, close to the point and fairly write his pictures with his fingers.

So much of the primary drawing and industrial work, in our exhibitions, as well as writing and arithmetic and other studies in these grades, is pitifully the work of the teachers—done more for the sake of result, than for the sake of the child, and done at the expense of over-wrought nerves and body.

In the primary grades, there should be much less teaching and instruction—much more and better stimulus to live this precious period in a natural way and to express it in a manner that is truly childish.

Drawing teachers must know much more than how to draw and to criticize drawings; they must know children and know how to learn from them how to teach.

# CORRELATION OF MUSIC WITH OTHER BRANCHES OF STUDY

MISS ELIZABETH CASTERTON, BAY CITY, MICH.

THERE is nothing that touches humanity on as many sides—to develop, to intensify, and to modify—as music. A proper adjustment of the school curriculum calls for a recognition of the spirit, purposes, and interests that music has in common with other branches. A close re-

lationship between music and each of the other branches would enhance the value of both. This correlation should be only such as exists in the very nature of the subjects.

The subjects that offer the most immediate opportunity for correlation are nature study, geography, history (including biography), and literature.

Nature study and music should start hand-in-hand in the kindergarten, and continue throughout the school course. The songs should be planned as the nature work is planned, according to the season, and should relate to the various phenomena of nature as they appear.

In connection with geography or history, what could be more interesting than a few folk or national songs of the country being studied? Side by side with the political history of a country runs collateral music, dealing with the home-life, science, ethics, history, literature, or some one of the many things that go to make up its general civilization. So, a song properly studied should give to the child interest and information in regard to some one of the many features of a nation's life.

History is closely interwoven with music. How little does the Marseillaise hymn mean to a pupil if he knows nothing of the political history of France, and of the circumstances surrounding the composition of that famous song!

Music can be correlated with literature. The song that embodies great ideals and noble sentiments is an effective means toward storing the child's mind with the great thoughts of other souls. The child should obtain through the medium of music, if in no other way, an extensive knowledge of the best poems.

There should be developed an order of music material related to the experience of the child in each stage of his school life.

# READING IN THE FIRST SCHOOL YEAR MRS. ALICE WOODWORTH COOLEY, UNIVERSITY OF NORTH DAKOTA

I. THE vital question of this critical period, the first school year, is, What ideas have become ideals? What habits has the child formed?

II. Of the various means used by the teacher, the teaching of reading may be made to exert the most potent influences, the most vital, the most permanent. But reading and teaching reading must be given their full legitimate meaning.

III. Reading always and everywhere has its two-fold phase: It is imaging and thinking, with joy in these activities; it is also mastery of the symbols, with jov in this also. Oral reading is always and everywhere (1) seeing, thinking and feeling incited by written words; (2) giving to another in the same words spoken the pictures found in the words written, for the purpose of arousing sympathetic thought and feeling in the listener. The first steps in teaching reading should leave this abiding impression in the mind of the listener. His attitude toward words, toward reading, is more important than the number of words learned per month.

IV. To teach oral reading to pupils of any age is: to develop literary taste from its germ, bud or flower; to cultivate the imagination and power to concentrate attention to lead to clearer and more definite thinking; to increase the pleasure in reading; to give increased facility in quick recognition of word forms; to train to distinct, correct pronunciation in well modulated tones.

V. The first steps in learning to read must then be: Getting vivid pictures of objects and events worth thinking and reading about; larger, clearer, more definite thoughts; and higher ideals of beauty of form and sound. This can only be done by (1) contact with real things worth while to know; (2) enlarged experience; (3) expression in word and by hand; (4)

ear familiarity with literature; (5) increasingly accurate and distinct pronunciation with ever better voice modulation; (6) association of mental pictures with written forms and their sound; (7) increasing ability to instantly, at sight of the written form, give its meaning to others in spoken words.

VI. We have often swung too far away from the fundamental first principles of simplicity and naturalness. We have too often built up an elaborate system that is artificial, belittling and smothering.

VII. A number of direct practical questions are offered for discussion. All relate to teaching reading in the first school year. The theses stated, hold in solution the key to the answers.

These questions relate to essential conditions; the teacher's preparation; the character of the lessons in subject matter and phraseology; their relation to expression by word and hand; phonics; worddrills; independent study by the child; conduct of reading exercises; criticisms; mental discipline; ethical training.

# THE SCIENCE WORK OF A FOUR YEAR COMMERCIAL COURSE

PRIN. ALLAN DAVIS, BUSINESS H. S., WASHINGTON, D. C.

A KNOWLEDGE of the natural sciences is essential to a good general education and should be a prescribed part of a commercial course.

One hour a day throughout the four years, or approximately one-fifth of the student's time, is perhaps an allotment which is sufficient for science and which does not encroach upon the needs of other studies. This would permit elementary biology, combined with the study of commercial products, to be pursued in the first year, followed by chemistry in the second and physics in the third, with a final year

of application and review through the study of the scientific phases of typical business organizations.

Science should be so taught as to yield its customary power and training.

The commercial school, not being limited by college entrance requirements or by the necessity of preparing for the professions, should aim to make the student broadly intelligent along scientific lines.

General and commercial geography in their scientific aspects afford an excellent introduction and aid to the teaching of science.

In addition to the ordinary laboratory equipment, an exhibit of products and processes should parallel and illustrate the work of the classes.

Election of subjects by pupils should be limited so that a general rather than a special or partial view of the scientific field is obtained.

Science work should be carried on with a clear understanding of its relation to other subjects of the commercial course, and by instructors who are in sympathy with the aims of the school.

# THE TEACHING OF APPLIED DESIGN

JAMES P. HANEY, DIRECTOR OF ART AND MANUAL TRAINING, NEW YORK CITY PUBLIC SCHOOLS

THE moment any space is divided by a line or has introduced into it a spot, masses are formed within it. That moment it becomes a design. Applied design concerns itself with a given space so divided; the term defines the relation which exists between the masses formed. The more harmonious this relation, the better the design.

As an element in determining mass, line is of greatest importance. All designs have more or less action or movement. Primarily it is the power which resides in line which controls this movement, which makes it fast or slow,

and turns it in one direction or another. No line in a pattern may be ignored, nor is any one to be added without careful consideration of the part it is going to play in conditioning the rhythm of the design. No spot even is quiescent. The eye travels to each spot in turn, that it may establish rhythmic relations between such spot or mass and other masses.

The designer thus has it in his power to make the observer look where he will in his pattern. He can lead the eye from one line to another and from one mass to another, he can give strength and simplicity by emphasizing the elements that bind together and support the form and can give interest by felicitous rhythms and smooth transitions. Conversely, he can cause discomfort by forcing the eye to make abrupt changes, and positive dissatisfaction by leaving it to wander aimlessly in a maze of unrelated forms.

A problem in design may be stated with the precision of a problem in geometry. The secret of successful class-room teaching lies in this specific definition and in the systematic development of the steps to the problem's solution. These steps should include first, the introduction of the decorating mass into the space; second, the division of this mass into elements; third, the refinement of these elements, and fourth, their translation into "subject matter" or conventionalized forms.

Good illustrative matter must be presented to pupils if they are to evolve good designs. Example counts for much in such practice. The illustrations offered must relate specifically to the problem to be solved. These examples should be analyzed by the pupils under the teacher's direction, that their structural and decorative features may be understood, seen and the limits of desirable variations determined.

The earlier steps in teaching should be confined to instruction in what makes for good structural relations between masses. Later the student may be permitted to make elaborate patterns in which the structural elements are disguised by details, but at first he must be limited to the development of masses alone.

Following these principles, pupils may be led to make designs simple and structurally sound, varied and well related and sowing a pleasing repose through well balanced interests.

For such results it is worth while to strive.

# THE PROFESSIONAL CULTURE OF TEACHERS

J. M. GREENWOOD, KANSAS CITY

This paper is tentative and it is designed to call attention to the mental attitude of a large class of teachers after they have been regularly employed in school work, and have practically ceased to study educational problems seriously, or to widen their spheres of knowledge by systematic methods of culture. It is assumed that teachers who cease to strive after higher ideals in self-improvement, are moving with an accelerated velocity down an intellectual incline. This furnishes the background for submitting some reflections on the composition of the teaching force of the United States.

In his last report the Commissioner of Education gives the whole number of public school teachers employed as 449,-287. Of this number 117,035 are men, and 332,252 are women. The same table shows that during the last twenty-two years the percentage of male teachers had steadily decreased throughout the country from 42.8 per cent. to 26 per cent. and that the annual decrement of male teachers in the five great divisions into which our country is geographically

subdivided, is about 5,000, and the annual increment of female teachers is 15,000. In 467 cities included in the report of the committee on salaries, tenure, and pensions of public school teachers in the United States, page 53, it is shown that the number of teachers employed was 84,042 exclusive of supervisors, and that only 8.6 per cent. of the entire number employed in high and elementary schools were men, but deducting 2,921, who are principals, from the total, leaves 5.6 per cent. of male teachers in these high and elementary schools. These partial statistics are introduced for the purpose of calling attention to the character of the teaching force to be influenced by any system that may be devised for their professional improvement. It is my conviction that there is no marked difference between the sexes in regard to any innate or acquired disposition to study thoroughly educational problems, or to strike out on new lines of investigation. In a rough sort of a way, I am inclined to the belief that not more than twenty per cent. of either sex now engaged in educational work, is willing to do much in the direction of either persistent study along special lines or professional reading. By this I do not affirm that eighty per cent, of the teachers do not read, but that their reading is of that patchy, scrappy, miscellaneous species that contains neither information nor much literary culture. The disinclination of a majority of teachers to engage seriously in new channels of thought, unless under pressure of a present, powerful stimulus, is well known. Consequently this negative factor has to be reckoned with in all calculations connected with an investigation of this kind.

When "Teachers' Reading Circles" were first outlined in several of the states and courses of study rather formidable were recommended, covering three or four different lines of work, it was very

generally believed that a plan had been hit upon that would materially raise the general level of the professional efficiency of the teaching force of the country, and thus widen their spheres of knowledge in many directions. In the practical application of this elaborate scheme, it soon became apparent that those who should have accepted it most enthusiastically, rejected it or were indifferent, while the younger and more enthusiastic teachers were incalculably benefited.

There is another class not so numerous as the first, that had their minds set in another direction. They are the "degreehunters" who are specializing. They are high school and elementary teachers who are looking forward to something better than they now have and are striving each summer at normal schools, colleges and universities to improve themselves in certain branches of study in order to receive higher salaries. Work of this kind has great value academically, but in general it does not lead very far in the direction of professional study, and consequently contributes little expert teaching. The knowledge acquired is chiefly technical and narrow, and it leads into closed alleys rather than out into the open. Yet there are some exceptions. My observation in watching high school teachers who have taken work along special lines is, that it narrows rather than broadens their vision of educational questions generally. As a class these teachers give much less thought to scientific methods of study pertaining to the acquisition of knowledge than any other class of teach-They are drill-masters who continue to fit subjects to boys and girls, rather than fit boys and girls to subjects. Their methods are in an advanced microscopic stage. In hardly any sense can they be classified as students of education, but they are excellent drill sergeants.

If eighty per cent. of teachers cease to

read systematically after they have been once thoroughly installed as teachers, the question is. How can they be induced to fall into studious habits of reading and investigating educational problems? temporary stimulus may be imparted by having a graduated course of study, the pressure of which is in some manner connected with an advance in salary. purely financial stimulus is a low motive for real teaching. But there is a tendency inherent in some minds, while working at a project that is irksome at first, to become interested in the kind of work which was so distasteful at the beginning. This change is produced by a different viewpoint. However, there should be nothing compulsory connected with any scheme for the professional advancement of teachers, but it should be of such a nature as would enable one to pull himself upward by self-exertion.

A danger to be guarded against in the use of all factitious stimuli, is the shortness of the time occupied in preparation Many never look for advancement. ahead very far. The near and the present they see. In general, the minimum salary should be large enough to allow those who reach it and feel inadequate to further exertion, to rest there and vegetate, having their thoughts undisturbed by visions of future examinations; but for those progressive spirits, actuated by a great desire to do much better work and to cultivate their minds to the greatest possible extent, a way should be left wide open through which to advance in proficiency each year.

By a well-known law in operation among skilled laborers, it is a recognized fact that the best workers always lift up to a certain level those who have not will power enough to lift themselves. The strong workers help the weak ones to better salaries. A method of dividing teachers into groups for the study of special subjects has been quite successful in some cities. Frequently one enthusiastic teacher in a school of twenty or thirty teachers will inspire from one-half to three-fourths of the entire body. Sporadic efforts are generally short-lived. Enthusiasm is contagious, but it is not equal to well-directed, persistent discipline. A disciplined mind counts everywhere.

If the superintendent of a system of schools, or the principal of a school, is studiously inclined, the teachers, as a body, can be put in the right attitude toward professional advancement. The superintendent or principal must be a leader, one who can persuade others to enlist under his banner. The organization of the workers, first into a compact body of those who really mean to improve, will produce a marked effect on the laggards.

I have made it a point whenever I read a new book, or an old one that I found to be helpful, to call the attention of principals and teachers to it publicly, and to speak briefly of the leading thoughts it presented. I have tried to create a desire for knowledge which some of the teachers would endeavor to gratify. In all that is done, the taste of each individual must, to some extent, be consulted. He should be urged to go out and browse in such pastures as seem most inviting to him. Next to one's professional reading, after thoroughly informing himself in regard to the subject matter which must be taught and its connection with other related subjects, he should study most thoroughly the principles of education and the history of the processes by which each mind made its discoveries. To secure the best results each one should pursue some subjects that are quite remote from his daily routine of work. The mind that is not continually making some new acquisitions is decreasing in power as well as in mental alertness.

#### THE CHILD'S PHYSICAL DEVELOP-MENT

STUART H. ROWE, BROOKLYN, N. Y.

So much progress has been made in lighting, heating, ventilating, and seating schools that these former scapegoats for the mistakes of teachers and supervisors no longer serve their ancient useful purpose. There is a decline in the physical condition of children from September to June even in the best built and equipped schools.

The following are submitted explanations as possible causes:

- I. Failure to make proper use of schoo! equipment.
- 2. Faulty postures in sitting (especially while writing) and in standing and walking (especially while carrying books).
- 3. Lack of provision for out-of-door play.
- 4. Lack of freedom from restraint indoors.
- 5. Methods productive of worry and confusion.
- 6. Over-stimulation due to failure to provide rest periods or proper alternation of the harder and the easier work.
- 7. Failure to adapt method to individuals lacking normal physical development.

Important suggestions are: Abundant time for free play in the open air winter and summer and in daylight, more short vacations rather than one long vacation, better knowledge of school equipment by teachers, more attention to postures (sitting, standing, and writing), plays, games, out-of-door observation, free constructive work, adaptation of the child's instinctive forms of expression, necessity of making important forms of reaction habitual and not merely suggested, essential healthfulness of clear and definite method and straightforward discipling in avoiding confusion, the reduction to the

minimum of sources of worry (such as examinations, tests, marks, rules and regulations, and arbitrariness or nervousness in teachers), provision in the program for rest periods and alternation of work, preparation of teachers to detect symptoms of eye and ear defect, spinal curvature or indications of disease, to test where it is desirable, and to adapt method to such physical defects as cannot be removed, and, finally, positive gymnastic exercises.

#### FIGHTING THE SCHOOL DESK

LUTHER HALSEY GULICE, DIRECTOR OF PHYSICAL TRAINING, PUBLIC SCHOOLS, NEW YORK CITY

I RECENTLY visited public school 3, Brooklyn, and with the principal walked rapidly through almost every primary classroom in the building. My presence had not been announced to the teachers so far as I know. The object of the visitation was to observe the carriage of the pupils at the desk, and the way in which they walked and stood. I also saw the pupils come in and out of the assembly. I have seen many schools in which great attention was paid to posture. My visit to this school was unique, because I failed to observe a single child sitting or standing in a distinctly bad position. did not observe a single child realing with the book flat on the desk and the head bewed over it. The books were held up, the necks were straight, the carriage of the bodies was erect and manly, distinctly military in its character. The carriage of the girls was graceful and gracious. This shows that the physical effects of the school desk can be successfully fought, even under the trying conditions of large city schools, without further teaching of physical training than that which can be given by the regular grade teachers, and even without an adequate gymnasium. It is

accomplished in this school through the intelligent and constant activity of the principal and the heads of the departments, who recognize the fact that the children are in the formative period in life, that the roundness of the chest and the erectness of the spine maintained during school life will be carried throughout life; who understand that boys and girls will not only be healthier and more effective all through life if the effects of the school desk are counteracted than if they are not, and who intelligently apply their physical training to this end

Mere physical exercise will not secure good carriage. Constant and intelligent watchfulness, plus physical exercise, will alone accomplish the result. School gymnastics must be aimed at this one thing—the school desk.

In fighting the school desk two things are to be kept in mind: the sitting still, and the tendency to bad position. The other general results in physical training ought to be largely secured through plays and games.

If the physical training in the schools should so result that a large fraction of all the boys graduating and becoming men shall be strong in body, erect and vigorous in carriage, and all the girls shall be vigorous, graceful, and gracious, it will be a great service in solving one of the most difficult problems of our age, namely the adjustment of city conditions so that they shall be favorable to child life.

### SEGRET SOCIETIES IN SECONDARY SCHOOLS

GILBERT B. MORRISON, PRINCIPAL WILLIAM MC KINLEY HIGH SCHOOL, ST. LOUIS

THE committee, after carefully reviewing former investigations on secret societies in secondary schools, report that these societies should be discouraged for the following reasons:

Because they are unnecessary in high schools; because they are factional and stir up strife and contention; because they form premature and unnatural friendships; because they are selfish; because they are snobbish; because they dissipate energy and proper ambition; because they set wrong standards of excellence; because they are narrow; because rewards are not based on merit but on fraternity vows; because they inculcate a feeling of self-sufficiency in the members; because they lessen frankness and cordiality toward teachers; because they are hidden and inculcate dark lantern methods; because they foster a feeling of self-importance; because high school boys are too young for club life: because they foster the tobacco habit; because they are expensive and foster habits of extravagance; because of the changing membership from year to year making them liable to bring discredit and disgrace to the school; because they weaken the efficiency of, and bring politics into the legitimate organizations of the school; and because they detract interest from study.

Secret fraternities are especially condemned in public schools, which are essentially democratic, and should not be breeding places for social differentiation. The committee believes that all legitimate elements for good, both social, moral and intellectual, which these societies claim to possess can be better supplied to the pupils through the school at large in the form of literary societies and clubs under the sanction of the faculties of the schools.

The service you render is incalculable, because of the very fact that by your lives you show that you believe ideals to be worth sacrifice, and that you are splendidly eager to do non-remunerative work if this work is of good to your fellow men.

—President Roosevelt.

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#### Convention Thoughts Worth While

"The schoolmaster's influence depends more upon what he is than upon what he knows."—William Schuyler, St. Louis High School.

"It is not so much the subject as the teacher that causes the pupils to lose interest and withdraw from school."—Principal R. Post Halleck of the Louisville High School.

"The intelligent use of a library has become essential to general culture and good scholarship."—Miss Florence M. Hopkins, librarian Detroit Central High School.

"Educators must watch out lest, as the story goes, they aim too high, waste their powder, miss their aim, and break the gun."—President Charles D. McIver of the State Normal and Industrial College of North Carolina.

"Practical child-study will insure stronger pupils and aid in eliminating waste and indefiniteness in school work." —Frank Webster Smith, University of Nebraska.

"The predominance of women among high school teachers is harmful simply and solely on the ground of sex, harmful to the girls, and absolutely disastrous to the boys."—Principal Isaac Thomas of the Burlington (Vt.) High School.

"The duty of the hour is to educate public opinion in and out of the college, so that it will despise the doctrine of victory at any price."—Professor C. Alphonso Smith of the University of California.

"If we want the youth of the land to be taught by the noblest and best of the land, then the salaries of teachers in the future must bear some relation to the services rendered to the public."—John W. Carr of Anderson, Ind.

"From the point of view of individual interests, aptitudes, and needs, there is no ground during the high school period for the separation of boys and girls."— Katharine E. Dopp of the University of Chicago.

"Drawing teachers must know much more than how to draw and to criticize drawings; they must know children and know how to learn from them how to teach."—Director Emma Church of the Chicago Academy of Fine Arts.

"Secret fraternities are especially condemned in public schools, which are essentially democratic, and should not be breeding places for social differentiation."—Principal Gilbert B. Morrison of the St. Louis High School.

"If the teacher, with his experience, is to be retained in the profession, he must receive a sufficient remuneration for the necessary expenses of living, not for five or six months, but for the entire year."—Report of the Committee on Salaries.

"Manual training calls for just the organized thinking needed for the practical purposes in life. It is a mental activity out of which grows skill in doing, and skill in doing as a result of intelligent thinking should be one of the chief purposes of education."—L. D. Harvey, superintendent of Schools of Menominee, Wis.

"We are never to forget that the schools are not only to educate people in order that they may be educated, but to educate them in order that they may do things. They are to be trained for labor and effectiveness."—State Commissioner of Education Draper of New York.

"The study of local industry is necessary in the commercial course in order that the boy may be given that survey of the industrial world; that understanding of industrial processes which the boy of the small town absorbs from his earliest years."—John L. Tiidsley of the New York High School of Commerce.

"There is no more pitiable sight in our great cities than the boys and girls whose playtime has been cut short by the necessity for work in office, factory, or shop, there to become a cog in the machinery of modern specialization in labor. This is a class in as great need of physical training activities as the student class."—E. B. De Groot, director of physical training of Chicago.

"The schoolyards should be placed at the disposition of the children after school hours. They are much more useful than large playgrounds in remote parks. They are more accessible, especially to younger children, and to poorer ones who have not the means of transportation to parks."—President E. H. Arnold of the Physical Education Department.

"I have had an unusual opportunity to study the underlying causes of the economic success of Germany, and I am firmly convinced that the explanation of that progress can be encompassed in a single word—the schoolmaster. He is the great cornerstone of Germany's remarkable commercial and industrial success."—From the address of Frank A. Vanderlip, vice-president of the New York National City Bank.

"The public schools must be made good enough for all, but even at their best they are insufficient. The five school years (average) of the American child constitutes a very narrow portal through which to enter upon the privileges and duties of life. The public library stands as a satisfactory supplement and complement for the public school. Hence, these two must go hand in hand."—Dr. J. H. Canfield of Columbia University, in his report on instruction in library work for normal schools.

"Instead of great force and latent energy without control; instead of quiet gentleness without restriction, or of power of control without vigor to be controlled, what we need is force and energy applied where necessary and always under control, always working to a definite purpose, and at the same time avoiding complications and unnecessary friction. That is, to have a life whose great underlying motif is efficiency, and, instead of speaking of the strenuous life or of the simple life, let us have before us as a doctrine 'The Effective Life.' "—William Barclay Parsons of New York city.

"Caterpillars are common, and some species, like those on cabbage, illustrate protective resemblance and protection by threatening processes. No caterpillars bite, and the more formidable they look the more safely they may be handled. Some spiny forms may cause a nettling sensation, and the branched hair of others may cause irritation when rubbed into a sensitive skin. Such kinds as spin cocoons illustrate the method in which silk is produced, and teach the importance of the silk worm in the social economy. Every mile of fiber costs the life of a caterpillar."-Professor John B. Smith, New Jersey Agricultural College Experiment Station.

"It is often said that an entrance examination is a cruel strain, an unnecessary hardship put upon immature and growing youths. The answer to this is that young men old enough for college are old enough to undertake serious risks, to assume some responsibility. An examination for admission to college is something more than a test of a student's knowledge. It is a test of his self-control, his judgment, his power to meet a critical hour in his life with a steady nerve and a clear head. The training for such a crisis, and the experience obtained in meeting the crisis, make for self-poise, for self-respect, and for virility."-E. J. Goodwin, Second Assistant Commissioner of Education, New York.

#### **Editorials**

At the opening of school teachers should not forget that a well-planned program is one of the first essentials for a successful school.

ONE of the most common errors of school principals is the withholding of authority from subordinate teachers. Discipline is almost impossible without authority.

WE have featured the N. E. A. in the September number, so that all our readers who were unable to attend the convention may have the benefit of the principal addresses presented by some of the leading educators of the country, and so that those who did attend may have a concise report with which to refresh the memory, should they wish to speak at teachers' meetings on any of the subjects discussed at Asbury.

COOPERATION is the word that should stand as the motto for all school administration and school work. Cooperation of school boards and principals, cooperation of principals and teachers, and cooperation of teachers and pupils, will make the school a harmonious institution. How to work together in perfect unison is the moral lesson that is needed above all others in business and in social relations. Let the school teach this lesson, both by example and precept.

WE take pleasure in announcing that the Bailey Outlines of English Masterpieces will be continued this year. first one to be published will be "The Vision of Sir Launfal" in October and "The Sir Roger De Coverley Papers" in November. We have other good things

in store for our readers during the year and therefore we urge those who are not now subscribers to become so at once as we cannot promise to furnish back numbers to those who may wish to have the subscription begin with the September number. We received so many orders of that kind last vear that the September and October issues were soon exhausted. Consequently those numbers are now out of print and cannot be furnished.

THE University Convocation of the State of New York was noteworthy this year because all the speeches and addresses converged about the one general topic of education for industrial and commercial efficiency. The general subject was discussed under the three subdivisions, viz.: Education for Commerce. Education for the Trades and other Industries, and Education for Agriculture. As the speakers were chosen for their special knowledge of the topics assigned them, the session proved remarkably interesting and profitable. The keynote of the meeting was the thought expressed by President James of the University of Illinois in the opening address, when he said that every child was entitled to special training for the work in which he was to earn his living.

CERTAINLY no greater opportunity was ever offered to the teachers of this country than the one we present in this number of the magazine. Every teacher needs a first-class pedagogical library, and it gives us considerable pride as well as pleasure to announce that we have been able to make arrangements with THE MACMILLAN COMPANY so that we can offer this superh set of 16 volumes on an easy payment plan in connection with a

year's subscription to AMERICAN EDUCA-TION. A pedagogical library and a good educational magazine are needed by the teacher as much as a chest of tools is needed by a carpenter. Books are the tools of the teachers' profession, and therefore only the best books should be purchased. Every book in this set is worth its weight in gold. Yet the price of the library is so reasonable that even the rural teacher can afford to buy it. Read carefully the advertisement in this number, particularly the names of the authors and the titles of the books and we are sure that you will be convinced that you cannot afford to be without this treasure house. If you wish to know more about the books we will send at your request an illustrated pamphlet. Order now so that you may have the books and magazine to use at the beginning of the school year.

TEACHERS AS PUBLIC SPEAKERS

Teachers as a rule are not good public speakers. This fact is only too apparent in great gatherings like the N. E. A., where well-written articles fall flat because of poor presentation, and where large halls are emptied during the progress of a meeting because the speaker cannot be heard. Some speakers seem to think the writing of an address is all that is necessary, and give no time whatever to preparation for its delivery; others do not even take time to carefully prepare an address, but merely hunt up a few leading ideas and trust to the inspiration of the moment for the details; others have never received any training in public speaking, and make poor work no matter how hard they may try.

While teachers do not have as good an opportunity for public speaking as ministers or lawyers, every principal speaks frequently to large bodies of pupils, and is called upon for public addresses with more or less frequency. He at least should have a trained voice and should give enough attention to oratory to be able to speak with telling effect whenever he appears before an audience. Teachers who speak cannot afford to do so in a slipshod way, and they who listen certainly cannot afford to have their time wasted by a speaker who is unprepared or indifferent to his task.

THE N. E. A.

THE 1905 convention of the National Educational Association has passed into history. Although the attendance was not as large as at some previous meetings, taken altogether, the convention was a decided success. Asbury Park proved to be an ideal spot for such a gathering. The thirty thousand strangers who came during convention week were taken in by the numerous hotels and boarding houses with but little inconvenience. It is doubtful if any other town of the same size in the whole country could have accommodated the crowds so easily. The beach and the board walk were thoroughly enjoyed by the teachers from the inland towns, while the cool ocean breezes brought comfort to all. The high moral tone of Asbury Park and Ocean Grove was the subject of much comment. There was certainly no vice to flaunt itself in the face of the passer-by and no evidence of depraved humanity on the streets. The only function of the few policemen was to point out the way to strangers.

The vast auditorium at Ocean Grove had its capacity taxed on only one occasion, that of the address of President Roosevelt. The auditorium, however, proved too large for most of the speakers who addressed the general sessions. Only a few of the speakers could be heard by over half of the audience, and it is

doubtful if over one hundred persons heard the thoughtful but remarkably quiet address of Commissioner Harris.

When arranging for future meetings it will be well for the program committee to remember that if the general sessions are to be profitable, the speakers must have voice as well as brain power.

The addresses given at the general sessions were of high quality, and those that could be heard were received with enthusiasm. Commissioner Draper and Superintendent Maxwell gave the leading educational addresses. Mayor McClellan was welcomed cordially, although he disappointed his hearers by talking education instead of municipal reform. President Roosevelt received an ovation from the great crowd that had gathered to hear him. His address was principally on the ideals that should be presented by the teacher.

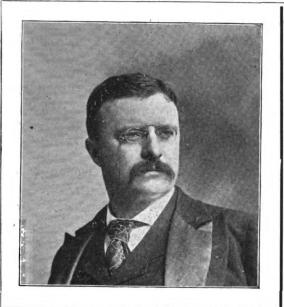
The section meetings as a rule were full of life and interest. In some instances, however, the speakers had made but little preparation for the work assigned them, and many of those who had accepted a place on the program were absent when their names were called. In the general discussions the time was largely taken up by speakers who had no well-digested thought to offer on the subject.

Among the notable addresses at the section meetings were the one by Reuben Post Halleck on "Why So Many Pupils Leave the High School in the First Year," delivered before the department of secondary education, and that of John Brisben Walker on "The Essentials of a Proper Education for the Average Business Man," before the department of business education.

The topic of teachers' salaries came up three times, once before the general session, once before the department of school administration, and once before the national council. The consensus of opinion, as evidenced by the discussions, was that teachers as a class are underpaid, and that every effort should be made to raise the standard of the profession.

The future organization of the Association was the subject of a heated discussion at the business meeting of the active members. As the charter of the Association will expire next February, the trustees had been authorized at the St. Louis meeting of last year to take the necessary steps for the continuance of the Association as a corporate body. They reported in favor of securing from Congress a special act incorporating the National Education Association. The report was strenuously opposed by Miss Margaret Haley, who voiced the sentiment of a large number of women teachers from the west. The report prevailed, however, and Congress will be asked to pass the necessary legislation for the incorporation of the Association.

YOU render to the Republic, the prime, the vital service of amalgamating into one homogeneous body the children alike of those who are born here and of those who come here from so many different lands abroad. You furnish a common training and common ideals for the children of all the mixed peoples who are here being fused into one nationality. It is in no small degree due to you and your efforts that we are one people instead of a group of jarring peoples.—President Roosevelt.



#### Our President

Who delivered the principal address before the National Educational Association, July 7, 1905.

#### Katherine D. Blake

Principal of Public School No. 6, New York City, who responded to the President's speech. In her enthusiasm she called him "the most popular and best loved man in the whole round earth. He is the greatest teacher of us all, for he is a teacher, not of children, but of men—nay, more, of nations."



#### Educational Biography

#### NATHAN C. SCHAEFFER

[For portrait see front cover]

THE new president of the National Educational Association, N. C. Schaeffer, has been State superintendent of public instruction for Pennsylvania since 1893. He was born in Berks County of the same State, February 3, 1849. After graduating from Franklin and Marshall college, he studied for the ministry and later went abroad and studied at the universities of Berlin, Tubingen and Leipzig. He was an instructor at Franklin and Marshall 1875-1877; principal of the Keystone State Normal school 1877-93. He has been a member of the commis-

sion on Industrial Education, president of the Medical and Dental Councils of Pennsylvania, secretary of the College and University Council of Pennsylvania, chancellor of the Pennsylvania Chautauqua, and clergyman of the German Reformed church. In connection with his other work he has found time to write a number of valuable educational texts including, Thinking and Learning to Think, History of Education in Pennsylvania, Bible Readings for Schools, and has contributed extensively to educational and theological journals.



The roll of American worthles numbers men like Washington and Lincoln, Grant and farragut, hawthorne and Poe, fulton and Morse, St. Gaudens and Mac Monnies: it numbers statesmen and soldiers, men of letters, artists, sculptors, men of science, inventors, explorers, roadmakers, bridge builders, philanthropists, moral leaders in great reforms; it numbers men who have deserved well in any one of countless fields of activity; but of rich men it numbers only those who have used their riches aright, who have treated wealth not as an end, but as a means; who have shown good conduct in acquiring it and not merely lavish generosity in disposing of it.—President Roosevelt.

#### In Special Fields

#### THE SOUL OF A SCHOOLBOY

T. C. MURRAY, RATHDUFF N. S., BLARNEY, IRELAND

AM fond of reading, and wish it to be noted that I place this in red-letter with some few other items on the debit side of my account with my teacher. It is four years gone last Michaelmas since I, as we here (God pity us!) phrase it-"got out of books." It may be thought a rude push from the young world of school-life to that of dull plodding field labor. Yet with horny hands and stooped shoulders, and often a sense of something burdensome on my spirit, I never regret that that first chapter of my life-history is at an end! Ungrateful perhaps? Not wholly, indeed for many a night when I ponder some little penny classic purchased on the market day, I feel a touch of tenderness for him whose character mostly fashioned that history. And a mingling sense of gratitude too, that I can, though crudely, give tongue to the frequent thoughts which arise to disturb, or charm, or sadden me. Now, to-day, while trimming the thorn hedge in the boreen, unkempt and wild as any untended thing might be-happening to come upon two truant lads, unkempt as the bushes under which they had hid-my thoughts drifted towards the long white building on the windy hill. And while the hedge-clipper clicked in my hand, and the prickly overgrowth of Summer dropped on either side, there was I in spirit a pupil in the old schoolroom once more. Andsuch are the tricks of association-all that perplexed me of old returned to vex me again. Of these uncouth imaginings, I shall try to give herein some record, and pray my readers to search them, not in the severe fashion of literary critics, but in that of schoolmasters who can understand my limitations. And, for one thing, I shall try to be guided by these words of my teacherwords which, with others of worth, lie se-

curely imprisoned in my memory—"In writing—thus he ever advised—put down things as they seem to you; truth, like a shivering arrow, goes straight to the heart of the reader; artificiality, though ever so cunningly pointed, goes but skin-deep." Goodly advice, I think, and expressed in words as goodly.

And now about masters first. I ask myself so:—Were they, as lads, like the rest of their school companions? Or were they free from all the degenerate tendencies of the average earth-born child? The boys' art of lying (little subterfuges to escape tasks and home-exercises), idle talking (confidences on anything of note—ranging from the master's temper to bird-nesting)—of these and of all the other weaknesses which the child-soul is heir to—were our masters entirely innocent? For, if not, what else can explain away their ignorance of us and our failings. Ignorance, for—listen:—

On Monday last (even so it seems), I arrived at school late. It happened that previous to my starting, my father discovered that one of our heifers, "Strawberry," was I being barefooted and a bit learned in "Strawberry's" vagrant fancies, was sent to seek her, and when I succeeded in my quest (she had sought out the sweetest field of clover in the townland), I trotted The master was not in his off to school. best humor-somehow he never is on that morning. I knew it from his stern eyes as I met him in the porch. And ere I could put my cap on one of the pegs, my hands were smarting keenly; and as I soothed the stinging pain by digging my hands into my armpits, I thought: was he ever late for morning lesson? And I thought again: would it not be more just, that he should chastise my father (six feet two inches in his socks)

who ordered me to seek for "Strawberry?" And if I told him how it occurred (he never thought to ask me) would he have punished me? And my speculative thoughts finally moulded themselves into a kind of monotone burden that kept going ding-dong for hours in my brain—"He preaches justice—is he himself just?"

And about Terry Murphy. It goes without saying that Terry (poor fellow) is inordinately dull-unteachable almost. And dull boys, though ever so gentle and unoffending. like Terry, are a sore trouble to schools. Look alone at the amount of energy idly consumed in telling them all hours of the day, what a nuisance and what "brainless fools" they are (as if fools were ever otherwise). But there is much more. Terry, for instance, how badly he stammered through his reading to-day. No wonder he got a rousing thump. And his spelling was appallingfifteen errors I remember (and more thumps). Then that recitation, "The Last Minstrel!" (O, master of romance, wouldst thou ever have penned the story, if thou couldest foresee poor Terry's quivering palms). Dull boys are a grievous trouble, no doubt, (O, but sorest to themselves). But my mind in its odd fitful manner, takes a new attitude, and such odd questions as these arise to perplex me. Who is to blame for Terry Murphy's duliness? Himself? Impossible—he does his very best (can masters do more, I wonder?) His parents then? O, no, they teach him according to their lights; and, despite his morning look of misery, send him to school most regularly. Who, then? Pardon-must I blame Him who fashioned his mind, and who-even as our master says-is all-wise: Him into whose designs we look more blindly than the ant does into the mind of man? He is the Author of that work, poor Terry's brain. and if He seems to our view, to have made it less wonderful than a schoolmaster's, be sure-if we could but understand-it is as appropriately, as wisely and as beautifully

set in the divine fabric of human intellect as that of a Paul, a Dante or an Angelo!

And as to the pangs of the mind. This is another question that vexes my soul overmuch. Had our master a mind—a mind I mean of that vibrant quality which most boys possess? Had he feelings sensitive as the strings of a wind-harp—yielding sweetness only when touched with delicate sympathy? It cannot be, for if so, he would understand that in ridicule there is a stab sharp almost as death. I know, indeed, it is only a stab; and the wounds of a child (O, most wise God) heal rapidly. I feel diffident at seeing set in the framework of words this incident. Read it.

The boys here—all of us—spoke, and still speak in too rich a brogue. The inspector found fault with this-and no wonder, he himself having a voice so grand and "englified." The master tried desperately to tune our accent to the inspector's; but mockery is a terrible medicine! Better the evil of the disease than the pain inflicted by such a remedy. I was one who erred most frequently in this matter of verbal euphony. I confess my trespass and admit to the full its gravity. Now it so happened that on being asked on one occasion why I absented myself from school for a whole week, I, from old custom, replied, "I had to be snagging the swades, sir." The ominous silence gong was struck, and every group became a study in still life. Then, having first explained the query put to me, he gave forth, with ruthlessly perfect mimicry, my answer, and concluded with an impromptu parody which (pleased with its cleverness) he repeated twice:-

"You may teach and beseech Simon Walsh, as you will,

But the scent of vulgarity will hang round him still."

He laughed, and the crowd (disloyal little beggars) taking the cue, laughed with him. And I crimson, burning, miserable—my heart quivering with suppressed rebellion—the

tears dropping from my eyes, would gladly barter, if I might, all this exquisite mental anguish for the most brutal physical infliction-and deem myself rich for the exchange! And that night this strange thing I did, and I write it only because it is true, and "Truth," my teacher said (as I have told you) "is a shivering arrow." Under the friendly cloak of darkness, I stole along the roadway to the master's house. A dramatic feat I contemplated. To go in to him-to tell him of my wretched feelings-of my sick heart-of the untasted dinner-of all the tears which I had shed ever since under a bush in my father's garden, and to implore him not to mangle my sensitive mind again! I approached his door, some madness or the memory of the day's humiliation sustaining my resolution. It was closed. Would 1 strike the knocker? No, he might not like that; besides, I never before struck a knocker. Perhaps if I waited he might come out (God, pitying me, might inspire him to do so) and seeing me, speak to me.

But having waited what I felt to be an endless time, and having only the weak faith of a little boy, I resolved to knock. That sudden reverberating sound-how it frightened me! My fluttering heart seemed to have leaped from its ordained centre, and fearful as some poor feathered thing at the sound of gunpowder, I fled, my bare feet little heeding bramble or highway rubble, or sharp stone. So he never knows; but may, perchance, should his eyes fall on this. And should it thus happen, I hope he will forgive me, and that he (and all masters) will learn to put just a little less bitterness, a little more sweet into the cup from which they give the young mind its draughts of intelligence.

And again, as to love. A most beautiful thing it seems to me. Having a mother, I understand its meaning. When I go home of evenings, "Rory" bounds to me and his bark is all music, for it is the voice of welcoming love. When I go into my father's fields, the calves and the lambs run and nose me, and their affection fills me with most rare soft feelings. It is a thing so grateful,

even from poor dumb beasts, that I am ever perplexed why masters so rarely seek it. Our masters with a few acts of thoughtful kindness, might unlock our hearts and seize the riches which God has so plentifully stored therein. When the Parish Priest, old Father Maurice, meets a knot of us wending our way to school, he gives us a smiling, "Good morning, lads." Every wayside roadmender, every toiler in the fields, the postboy trudging on his rounds, the policeman at the barrack door reading his morning paper, all fling us a brave good morning. But our master? Cold always; always silent; driving all the gathered warmth of morning impressions from our souls. Might he say something cheery, we could trip gladly into school, instead of dragging ourselves in as we do to the dead accompaniment of a stifled sigh. Why do not masters know such things as these? They are so clever, so learned in all kinds of complex studies-it would take them such a brief time to study the simple soul of a school boy!

And lastly, as to mere physical suffering. Were schoolmasters themselves ever punished? If they were, memory has played them cruelly false. Hearken to this:-I (a mere stripling) could transform the school nature of the cruellest bully into tenderness surpassing that of woman. To all masters I give this panacea. Try it—will you though it is only a rustic asks you? Take the cane which you have used on soft childish palms; or mayhap (now and then) on little heads or other tender places-and when the school is dismissed, give it to your fellow teacher. Extend your hand, open wide your palm, and bid him strike just as firmly as you yourself do! And having tried, if you find heart to use it again for some time on one of your little flock, I rather pity than hate you. Pity you most truly. For your soul must be, indeed, a graceless thinghaving lost every ray of that tenderness and sweetness which every spirit caught from the Creator as it leaped exulting from His hands !- Irish School Monthly.

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#### Best to Be Found

When a celebrated writer was asked how he acquired his style he replied that in his early college days it was his practice to read the best authors and then from memory try to reproduce what he had read in the exact language and style of the author. After learning the style of one writer in this way he would take up another and study and reproduce his vocabulary and his style.

Webster memorized the great orations of the world's orators and sought to reproduce them, using as many of their words and phrases as he possibly could in his own compositions. An oration delivered at the age of nineteen in his home town was criticised by the older citizens as being a series of quotations ingeniously arranged from the masterpieces of oratory.—Midland Schools.

THE SPANKING of boys redounds to their good. No man has a greater love for children than I, and it is this love which I bear them that prompts the desire to save them from themselves. Most boys are good boys, but every class in the public school has its bad boys. Reproof has no more effect than water on a duck's back.

You cannot control a naturally obstinate boy unless he knows there is some force behind the orders directed against him. A good spanking will serve to make him avoid infractions of the school rules, because a boy will dodge not only the pain of the punishment but the humiliation that it entails.

I advocate spanking only as a last resort. I do not believe in slapping boys over the palm of the hand with a rattan. There are delicate nerves and fibres in the hand that are likely to sustain permanent injury. The ideal punishment is a strip of rubber hose from which the rubber covering has been removed, leaving a canvas and composition back. This is light enough to warrant its use and there will be no injury. At the

same time it carries an unmistakable sting that will last from five to fifteen minutes. The proper way to apply it is to place a boy across a desk with his face down and let it land with medium force on the part of the body easiest to reach under the circumstances.—Prof. Lyman A. Best, Brooklyn, N. Y.

ARITHMETIC is one of the fundamental branches of the elementary school curriculum. The present tendency in arithmetical pedagogy is to minimize the culture value and to emphasize the practical value of number training. This tendency arises from the demand for greater accuracy, more skill, and increased rapidity, with less form, less rote method, less unimportant, irrational, cumbersome and complex work in computation. To accomplish these ends, however, it is not necessary to destroy the pedagogical importance of arithmetic. fact, simpler methods and simpler processes will give the mind greater freedom, and will not only result in more ease in the solution of mechanical problems, but will also develop minds capable of grappling with everyday problems. Thought building should not be submerged by figure building.

The art of doing should precede the mastery of the science of numbers, but it should not supplant it altogether, otherwise pupils become mere mechanical machines. Pupils should be taught to analyze problems not only for their immediate use, but to train their minds to cope with the perplexing conditions that confront them in life, and thus help them to reach speedier conclusions. They will thus be given greater power of observation, attention, perception, conception, judgment, reason. Therefore, in teaching arithmetic both ends should be kept in view.—Supt. Chas. F. Foos, Reading, Pa.

I should say that the abandonment of reading as a separate study, and with it the present composite readers is practicable. History and geography in very simple form, yet of coherent and progressive content, should be introduced also into the earlier grades, even the first. Reading would then be taught in connection with them, and with nature study and literature. In some public schools reading by the children of their own compositions has been found to have advantages over text-books in the first two or three grades, although textbooks were not given up. This should meet with considerable favor, because if geography and nature are ever to become successful in the lowest grades, they must become mainly the working over of class and individual observations at first hand. This would insure to the reading of written exercises a prominent place in reading work of the lowest grades.—H. A. Peterson in Education.

REFERRING to newspapers again, I have seen in them, within the last few days, such expressions as the following: "They act

like they were trying to make trouble," "Every one are interested in this matter," "I did not think he was that old." And, most for almost, loose for lose, concensus for consensus, avocation for vocation, lead for led, are found very frequently. And we often see such expressions as "from where," or "from whence," both of which are wrong. "Where" is never a noun; and "whence" requires no preposition. Apt is another word that is often misused, as when one says, "He is apt to lose his way," or as the old lady said to her boy, "Yes, you may go swimming, but you must not go near the water, 'cause you are so apt to git drownded."

Now these are common errors, and teachers should take great pains to save their pupils from them. Perhaps it might be well to have a list of them permanently on the blackboard for a time, and have an occasional drill upon them till the children are thoroughly fortified against them. And it would be well to use the dictionary for a thorough study of the words apt, likely and liable, till the pupils are fully taught as to the exact meaning and use of each.—School and Home Education.

#### General Education News

Is the university education worth while? During the past five years there has been a steadily widening call for trained men of the special schools and colleges. Last year was a record breaker. Some of the technical institutions had not graduates enough to supply the demands of industry, commerce and education. The president of one of our great universities complains that business threatens to bankrupt his teaching staff. The manufacturers are after the best students and are paying large salaries. Politics is another competitor. The present administration is using more college men than any other in the country's history.

President Eliot of Harvard and others have observed that the western states are outstripping the east in matters educational. One reason given is that the west is more ready to spend larger sums of money. For instance, St. Louis appropriates \$6 on \$1,000 of valuation for school pur poses, twice as much as is spent in Boston. The west is getting better schools; it has colleges which surpass in size and achievement any in the

east. It gets the best teachers and educators the east can provide, then it gives them unlimited resources with which to work. It provides salary inducements that draw the best and brightest and most resourceful men and women into educational work.

Mr. Rockefeller has made another large gift from his enormous fortune to educational uses. This time, the gift is not limited by denominational lines nor to a single institution. He has put \$10,000,000 in the hands of the general education board, of which Robert C. Ogden is chairman, with liberty to use the income in any way which he may see fit, to promote a comprehensive system of higher education in the United States. This gift supplements the recent ten-million-dol!ar gift of Mr. Carnegie for a pension fund for college professors, and with the large liberty of use accorded to the board which is to administer it, it cannot fail to be of great benefit to many institutions whose opportunities of good are far in advance of their means for using them. The general education board has done a splendid

work, chiefly in the South, during the two or three years since it was chartered. Mr. Rockefeller helped it, at the outset, with a gift of \$1,000,000. His latest gift will admit of the extension of the board's work in the North and West as well as in the South.

At the American Institute of Instruction held at Portland, Maine, in July, the following officers were elected: President, Walter E. Ranger, Montpelier, Vt.; secretary, William C. Crawford, Boston; treasurer, Alvin F. Pease, Malden, Mass.; assistant secretary, Payson Smith, Auburn, Me.; assistant treasurer, Nathan L. Bishop, Norwich, Conn.; vice-presidents: Maine, W. E. Russell, Gorham; Elizabeth Hall, Lewiston; George C. Purington, Farmington; New Hampshire, C. W. Bickford, Manchester; Henry C. Morrison, Concord; M. C. Smart, Littleton; Vermont, B. E. Merriam, Bellows Falls; John L. Alger, Saxtons River; O. D. Mathewson, Barre; Massachusetts, Sarah L. Arnold, Boston; Walter P. Beckwith, Salem; J. G. Edgerly, Fitchburg; Rhode Island, Valentine Almy, Cranston; H. W. Lull, Newport; Joseph E. Mowry, Providence; Connecticut, G. A. Stuart, New Britain; A. D. Call, Hartford; Anna D. Pollard, Southington; New York, Mary S. Snow, Brooklyn; and the usual list of counsellors and standing committees.

The total enrollment at the N. E. A., was 20,941. New York State led with 7,968 members. Illinois followed with 2,774. Ohio had 1,555; New Jersey, 1,526; Missouri, 1,336; Pennsylvania, 774. Massachusetts had only 122, while Nebraska sent 316 and Georgia 204.

Georgia.—As the result of the increased appropriation for public schools during 1905, it is expected that in most counties the school term will be lengthened from five to six months, and in some of the counties in addition to this, increased salaries will be paid the school teachers.

creased salaries will be paid the school teachers.

The State Board of Education has adopted a resolution urging county boards of education all over the State, wherever it is practicable, to increase the length of the school term in proportion to the increase in funds. The direct appropriation to public schools was increased by the last legislature from \$800,000 to \$1,000,000, and besides this, there have been increases in several other sources of school money. As a result, the apportionment of school money through the State school commissioner's office, this year, will be about eight and one-half per cent. greater than for 1904. The State Board of Education is composed of Governor Terrell, State School Commissioner W. B. Merritt, Comptroller-General W. A. Wright, Attorney-General John C. Hart and Secretary of State Philip Cook.

Ten school libraries have been donated to be given as rewards to those counties whose schools take themost interest in Arbor day.

Massachusetts.—Everett B. Durfee has been elected superintendent to succeed William C. Bates, who becomes superintendent at Cambridge. The salary is \$3,000. Mr. Durfee was graduated from Brown university in 1884.

from Brown university in 1884.

F. K. Congdon, of Addison, N. Y., has been elected superintendent at Northampton to succeed Schuyler F. Herron, who goes to Mexico to take the superintendency of the English speak-

ing schools of that city. Mr. Congdon is a graduate of Syracuse university, classical course, with the degrees of A. B. and A. M. He was assistant in the Bradford, Pa. high school for two years, principal in the Wayland, N. Y., high school for three years, supervising principal for three years in the Canistota, N. Y., schools, and superintendent at Addison, N. Y., for three years.

Minnesota.—The educational institutions of Minnesota and the citizens of that state generally, especially those who are interested in higher education, are greatly rejoiced by reason of the fact that the Minnesota legislature has freed these institutions from the domination of the board of control and has put them back under the exclusive management of the several boards of regents. The single board of control idea for educational institutions was tried in Minnesota and speedily proved a failure. The board sought to apply the rigid economic principles which had been applied with success in the management of the penitentiaries, insane asylums and other similar institutions to the State university and other schools, and as a result these institutions were crippled, there was constant friction and discontent, and if the system had been continued Minnesota would have lost some of the best educators it has within its borders.

Mississippi.—The total school population of Mississippi is 403,647, of whom 210,766 are colored and 192,881 are white. The total average attendance during the season of 1903-04 was 233,175—a little more than one-half the children of school age, and the proportion of the races held good. Of white children the average attendance was 115,079, and of colored children 118,096. The number of teachers employed was 8,922, of whom 5,524 were white and 3,398 were colored. The average monthly salary of the white teacher was \$33.85 and of the colored teacher \$19.69. The average number of days taught was 90.09, a little over three months. The average expenditure per capita of children in attendance was \$15,44 for whites and \$6.27 for negroes. The number of applicants examined by the state board for teachers' certificates was during the last year 9,787, of whom 4,392 were white and 5,395 were colored.

North Carolina.—State Superintendent of Public Instruction J. Y. Joyner says that probably the most important educational act passed by the last legislature was the amendment to section 37, of the new school law. This regulates the studies to be taught in the public schools and the examination and the certification of the teachers. The act limits the instruction in public schools employing one teacher to spelling, reading, writing, arithmetic, drawing, language, composition, English grammar, geography, constitution and history of the United States and North Carolina, elements of agriculture, oral instruction in elementary physiology and hygiene, the nature and effects of alcoholic drinks and narcotics. Then for schools employing more than one teacher there are added elements of civil government and such other studies as the State board of education may prescribe. The purpose of this, Superintendent Joyner says, is to emphasize thoroughness in essential branches and prevent their neglect.

Vermont.—Hon. Mason S. Stone succeeds Hon. Walter E. Ranger as State Superintendent of Schools.

Wisconsin.—The Milwaukee school board has adopted a plan which includes the grading of the teachers according to proficiency and an increase of salary on the basis of experienced proficiency. The grading of the teachers by the principal and superintendent, and of the principals by the superintendent and his assistant, classifies them as excellent, good, fair, poor. Only those who are excellent or good get the advance in salary. The increase is \$50 for those who have been in service from six to nine years, \$100 for those from nine to twelve years and \$150 for those above twelve years of service. This makes the salary of the proficient teachers of twelve years' experience, \$750, instead of \$600; sixth grade, \$800; seventh grade, \$850; eighth grade, \$950. The principals get the same increase for the same length of service.

#### NEW N. E. A. OFFICERS

The N. E. A. elected the following officers at the Asbury Park meeting for the ensuing year: President, Nathan C. Schaeffer, of Pennsylvania; first vice-president, William H. Maxwell, New York city; second vice-president, Miss N. Cropsey, of Indiana; third vice-president, J. H. Hinemon, Arkansas; secretary, Irwin Shepard, of Winona, Minn.; treasurer, J. A. Wilkinson, of Kansas.

The departmental officers are as follows:

Manual training—President, Frank M. Leavitt, of Boston, Mass.; vice-president, Charles R. Bates, of Port Deposit, Md.; secretary, Oscar McMurray, Chicago.

Business section—President, Dr. H. M. Rowe, Baltimore; vice-president, James T. Young, Philadelphia; second vice-president, W. H. Wagner, Los Angeles, Cal.; secretary, H. G. Healey, New York city.

Department of science instruction—President, H. A. Sonten, Omaha; vice-president, Irving O. Palmer, Newtonville, Mass.; secretary, E. R. Whitney, Binghamton, N. Y.

Library department—President, J. N. Wilkinson, Emporia, Kan.; vice-president, Edward White Faillard, New York; secretary, Miss Grace Salisbury, White Water, Wis.

Physical education department—President, Dr. E. Herman Arnold, New Haven, Conn.; vice-president, Dr. Rebecca Stonewood, Washington, D. C.; secretary, Miss May Long, Mason City, Ia.

Kindergarten department—President, Mary C. May, Salt Lake City; vice-president, Elmer E. Brown, Berkeley, Cal.; secretary, May Murray, Springfield, Mass.

Department of secondary education—President, E. W. Lyttle, Albany, N. Y.; first vice-president, Wilson Ferrand, Newark, N. J.; second vice-president, Edward Twitmeyer, Beldingham, Wash.; secretary, Philo M. Buck, St. Louis.

Department of elementary education—President, Mrs. Alice W. Cooley.

#### PRIZES FOR TEACHERS

The announcement is made by the National Educational Association of two prizes of \$200 and \$100 for the best forms of school report adaptable to the large city, the small city, and state superintendents. This is the first step in an attempt to enlist the co-operation of teachers in every part of the country in a concerted movement for better methods of reporting school expenses and educational results. The other is made through the New York Association for Improving the Condition of the Poor, by Mrs. Emily D. Williamson, who for a generation has been intimately connected with every manner of educational and social work in New Iersey.

been intimately connected with every manner of educational and social work in New Jersey.

Competitors may obtain information by addressing R. Fulton Cutting, president, 105 East Twenty-second street, New York city.

#### IN THE FOREIGN FIELD

#### Lack of Elementary Education in Russia

Reform in Russia, according to the editor of the Osvobojdenie, is more likely to come as the result of a great war than in the natural order of things. The disastrous Crimean war, he points out, made the liberation of the serfs a national necessity, and this great measure led to others of a liberal character, so that the period which followed became an era of progress and improvement. Aside from political reform, liberal Russians agree that the fundamental need of the nation is elementary education. The economic condition of the peasantry, admittedly bad, is attributed to illiteracy and the special restrictions which ignorance and degradation/appear to justify. Recognizing that Russia's strength is in her peasantry, the St. Petersburg Novosti asks what the nation is doing to-day for the cause of the education of the masses who produce her wealth, defend and extend her dominion, and fight to maintain her prestige and supremacy in far-off territory. The latest statistics of elementary education are those of 1900, which the paper elaborately analyzes. We condense the survey as follows:

There are 84.500 elementary schools in the country. The total cost of their maintenance at present is 50,000,000 roubles (about \$27,000,000). Of this amount the zemstvos (the provincial assemblies, which contain representatives of the peasantry) contribute 23 per cent., though they exist and operate in less than half of the provinces of the empire. The imperial treasury gives 20.7 per cent. The remainder is made up by appropriations of the municipal and rural governments and by gifts, bequests, etc.

The number of pupils in the elementary schools is 4,500,000, and the girls constitute about one-fourth of this number. So far as the male pupils are concerned, the school population represents one-twentieth of the whole male population. Of the female population, only I out of 54 attends school

Considerable progress has been made, however, since 1885. At that time the showing was much less favorable. Half of the recruits, for example, are illiterate to-day; twenty years ago only 20 per cent. of the recruits were able to read and write in any manner whatever.

Adopting a territorial test, Russia is much more backward than other Western nations in the matter of education. She has but one school for every 222 square versts of territory. Even in the most advanced parts of the empire, in the governments of St. Petersburg, Moscow, etc., there is but one school in every 24 square versts of territory. In thousands of instances children have to walk from 8 to 12 miles a day in going to and returning from school. And the school term coincides with the coldest and severest weather.

The greatest chaos prevails in the control and management of the elementary schools. They are subject to no fewer than 9 different departments. The ministry of education manages about half of the schools. The synod controls 42,000 schools, with, however, a comparatively small number of pupils—1,600,000. On the other hand, the number of pupils in the schools controlled by the ministry of education is 2,100,000.

For the present, friends of popular education ask that the imperial government appropriate as much for the public schools as is contributed by the zemstvos, local bodies, and private benevo-lence together—about 33,000,000 roubles. This, it is said, is more essential than the encouragement of manufactures by protective duties and the development of the Manchurian "sphere of interest."—Translation made for The Literary Digest.

#### AMONG THE COLLEGES

Exercises celebrating the installation of Edmund Janes James as president of the University of Illinois will be held at Urbana, Ill., October 18 and 19.

The Cornell forestry case, which involves 30,000 acres of timber land in the Adirondacks, was recently decided against Cornell in favor of the members of the Association of Residents of Upper Saranac Lake. As far back as 1901 the association took action in the courts to deprive the university of this land, and to annul a contract between the college and the Brooklyn Cooperage Co., under which the latter has been cutting timber on the tract. When the university secured possession of the land, through an appropriation by the legislature, it allowed the Brooklyn Cooperage Co., to cut the trees from the tract, the object being to replant the ground with seedlings. When the nature of the experiment reached the ears of the residents in the districts they immediately took action to prevent the agreement from being carried out, and as stated above, they have been upheld by the courts.

Prof. H. T. White, for 13 years in charge of mathematics in Northwestern university, has resigned to take a similar position in Vassar college, Poughkeepsie, N. Y.

Prof. Charles Worthen Spencer, A. B., the head of the department of history in Colgate nead of the department of history in Colgate university, for the past ten years, has resigned to accept a preceptorship of history and politics at Princeton, under President Woodrow Wilson's new tutorial system. Professor Spencer is a graduate of Colby college of the class of 1890 and continued his studies for two years at the University of Chicago and one year at Columbia

university. For two years he was instructor in science and ancient history in Hebron academy, Hebron, Me. Since 1895 he has been professor of history at Colgate.

One of the important problems which confront the small college, especially if it is remote from a city of any size, is the lack of inducements which offer means of maintenance to self-sup-porting students. The opportunities open to students who are obliged to work their way through college are necessarily limited, so that these young men are sometimes forced to select larger institutions, where the chances for earning money, especially in the city colleges, are so much greater. This situation has been met in the right way at Keuka college, an institution located on Keuka lake, which is one of the voungest colleges in New York state, but which is already making gratifying progress. The trustees recently decided to appropriate \$25,000 with which to build and equip a grape basket factory, for the express purpose of providing work for students who have to pay their own way. A more sensible plan could hardly have been adopted. The work requires no special training or skill not possessed by the ordinary young man, it does not demand unusual physical strength, it is work which almost anyone would find agreeable, and it pays fairly well. Thousands of grape baskets are used annually in packing the great crop of grapes grown on the shores of the lake, so that the factory has a market for its output right at the college doors. There is every reason to be-lieve that the trustees of Keuka college will find this a very satisfactory investment, and their action shows what the small college can do to utilize the means within its reach to attract a very desirable class of students.

#### THE SCHOOLS OF NEW YORK STATE

#### GREATER NEW YORK

An examination of applicants for licenses to teach certain subjects in high schools of New York City will be held on October 19 and 20.

An examination for license as first assistant in high schools will be held November 23 and 24, to teach biology, economics, history and civics, mathematics, mechanic arts.

An examination of applicants for license No. 1,

will be held January 4 and 5, 1906.

An examination of applicants for admission to the Training Schools for Teachers of New York City, will be held January 15-22, 1906.

Detailed information regarding any of the above examinations may be secured by addressing Supt. Wm. H. Maxwell, Park avenue and 59th street, New York City.

#### STATE TEACHERS' ASSOCIATION

The next meeting of the State Teachers Association will be held in the Syracuse high school building. December 27-29. The attempted consolidation with the Academic Principals' Conference did not work. President Boynton characteristically remarked: "the principals backed out."

#### COUNTIES

All readers of American Education are cordially invited to contribute items of interest suitable for publication in this department.

Albany.—George W. Lyons, of Mayfield, is the new principal at Coeymans.

**Broome.**—Mrs. Ida Lane, principal of a Binghamton grade school has been fined \$25 for brutally punishing a small boy. The case has been appealed.

Cattaraugus.—An appropriation of \$12,000 was made at the annual school meeting at Little Valley for the erection of an annex to the present building. E. B. Luce is the principal.—Fred E. Simmons, of Spencer, has been elected principal at Olean to succeed W. S. Steele, who just escaped being elected principal of the Harrisburg, Pa., high school. He had the unanimous support of the teachers' committee, but a local candidate won out on the sixth ballot.

Cayuga.—The new superintendent at Auburn, succeeding Mr. Marsh, is Alfred C. Thompson, of Palmer, Mass., a Yale graduate.

Clinton.—Principal and Mrs. W. B. Richmond will remain at Rouses Point. They had accepted positions at Ontario, but public protest and a new board of education secured their return.

Cortland.—Chorus singing will be introduced in the public schools of Cortland this fall.—Harriet E. Day, of Chittenango, has been elected teacher of Englsh at the Cortland normal.

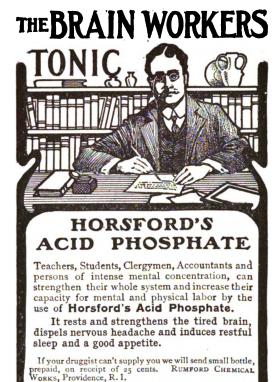
Dutchess.—J. C. Van Etten, formerly superintendent at Dunkirk, has been elected at Matteawan.—W. S. Knowlson, formerly of Saratoga Springs, has secured the high school principalship at Poughkeepsie, to succeed C. S. Woolsey.

Fulton.—The new principal at Gloversville high school is Ernest L. Merritt, for the past three years a post graduate student at Yale.

Herkimer.—Prin. C. F. Mosher, of Canton, goes to Herkimer to succeed J. E. Massee as superintendent.—Schuyler F. Herron, superintendent of schools at Northampton, Mass., and formerly of Herkimer, has accepted the superintendency of the American schools in the City of Mexico. The American and British citizens have organized "The American School Association," the object of which is to establish and maintain a system of non-sectarian schools for the education of the children of American citizens and British subjects, to be patterned after the most advanced public school systems of the United States, and to comprise all the grades from kindergarten to collegiate courses. The position came to Mr. Herron through the recommendation of the American Consul-General, James Russell Parsons, formerly secretary of the Board of Regents.

Jefferson.—Vincent K. Barker, of Turin, succeeds Principal Robinson at Clayton.—Robert W. Bowman, of Simbury, Conn., has been elected principal of Belleville Academy.

Livingston.—The faculty at Caledonia this fall includes: Principal, C. F. Walter, Fillmore; preceptress, Miss Emma Chismore, Ilion; train-



ing class, Miss May Manning, Harpersville; German and English, Miss Ernestine Miller, Wellsboro, Pa. Miss Miller spent her vacation traveling and studying abroad; seventh and eighth grades, Miss Ellen Harris, Penfield; fifth and sixth grades, Miss Frances Keisler, Caledonia; third and fourth grades, Miss Elizabeth Scott, Caledonia; first and second grades, Miss Anetta Weeks, Scottsville.

Montgomery.—School Commissioner A. W. Smith offered as a prize last year a picture to that school which maintained an academic department and scured the best attendance of children from 8 to 16 years old. Canajoharie won it, with St. Johnsville second.—Leon V. Arnold, of Waterloo, has a grammar principalship at Amsterdam.

Nassau.—Frederick V. Lester, formerly principal at Ticonderoga, is the new head of the Oyster Bay school. His record at Ticonderoga is excellent, having raised the standard of the school from thirty high school pupils and no graduates when he took charge to 150 high school pupils and eighteen graduates in the fifth year, and no larger population.

Oneida.—Prin. Samuel J. Neff, of Lyon Falls, succeeds Principal White at Boonville, who goes to Lansingburgh. Mr. Neff is very well known in this section, having taught at Port Leyden for four years and at Lyon Falls for four years, and is also well known in summer school work. He was re-elected at Lyon Falls, but the board

generously released him when the Boonville board wanted him. Miss Anna Watson was elected to fill the position in the second primary room, and Miss Clara Miller advanced to the room now taught by Miss Anna Thorpe.—J. M. Scoville, of Prattsburg, has been elected principal at Waterville to succeed D. H. Naylor.

Onondaga.—Prin. Earl T. Henry, of Assembly Park, was married in June to Miss Belle Snyder, at Berne, N. Y.

Ontario.—L. W. Herrick, of Naples, has secured the principalship at Clifton Springs.—Superintendent Norris, of Canandaigua, is succeeded by James Winne, who has taught at Holland Patent, Troy, Poughkeepsie and Greenwich, Conn.

Orleans.—Prin. Fayette W. Van Zile made a great record at Caledonia during the five years he was there.

Oswego.—O. B. Ruland, of Sidney, has accepted the position of principal of the Pulaski high school.

Otsego.—Miss Alice Lattin, of Ithaca, is the new teacher in the English department of the Oneonta high school. Miss Lattin was graduated from the classical course of Cornell university in '97. She has since taught three and one-half years in the English department of the Cattaraugus high school and two years in that of the Walton high school. She also attended the State normal college in Albany one-half year and then

spent a year in travel and studied in England and Germany.—Henry W. Rockwell, principal at Gilbertsville, has accepted the principalship at Oneonta. He is a graduate of Colgate and was an instructor in Peddie institute, Heightown, N. J., before he went to Gilbertsville.—H. J. Wightman, of New South Berlin, goes to Altoona, Pa., at a salary of \$3,000.

Rensselaer.—John Wesley Root, the new principal at Hoosick Falls, and Miss H. Clara Eaton, of Saratoga Springs, were married in July.—James R. Craighead, former principal of the Upper Troy high school, has been tendered a prominent and important position in connection with the work on the barge canal through the faculty of Cornell university, which selected him upon an application made to it for a man for the purposes required. He was compelled to decline the honor for the reason that he had already arranged to accept a situation of still greater importance on the completion of his course next spring at Cornell university, where he is doing special work.—Frank M. Boyce has resigned as grammar principal at Troy and ex-Superintendent Willets was forced out of his position as grammar master. Their places are taken by Michael J. Kling, a Harvard graduate of 1900, and R. V. Eldred, a graduate of Williams. Miss Mary Curry has resigned as kindergarten teacher.

Richmond.—Otto Louis Zentgraf, who died July 17, at his home in Stapleton, Staten Island, is said to be the original of Arthur Sincroft, that

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admirably and systematically drawn character in Margaret Louise Lynd's novel "Hot Conjéé. Mr. Zentgraf, who was a paralytic since a fall received in early boyhood, boarded at the same boarding house with Miss Lynd, when the writer then a girl not out her teens, taught at Rossville, Staten Island, and he and she became fast friends. Miss Lynd now teaches in public school No. 3, Richmond.

St. Lawrence.—D. Howard Naylor, of Waterville, becomes principal at Massena, to succeed J. L. Walthart.—Leon W. Jenks, of Waterville, goes to Ogdensburg as science teacher.

Saratoga.—R. S. Roulston, principal at Oneonta, has been elected superintendent at Waterford to succeed Mr. Falconer, who retires on account of ill health. Mr. Roulston is a graduate of the St. Lawrence university, class of '91, and post graduate at Cornell, with the Masters' degree. He has since been a teacher for 15 years in the high schools in Rockton, Trumansburgh and Oneonta, and at the latter place principal of the high school for six years. During that time the high school class increased from 135 to 238, and of the 121 graduates during that period 32 have or will have entered colleges this fall.

Schenectady.—After a long and disgraceful jangle, the Schenectady board of education finally succeeded in electing a superintendent of schools, in the person of John T. Freeman, of Washington, D. C., who comes well recommended. Professor Freeman graduated from Dartmouth in the early eighties with honors. He began as a teacher in Washington and during his twenty

years' stay in that city has advanced to the position of division superintendent of schools. In his chosen profession he has attained a wide reputation as an able man and five years ago when the office of superintendent was vacant in Washington he was a strong candidate and was defeated by only one vote. The new superintendent is yet in the prime of life, 45 years of age, and is ambitious, energetic and a man of striking personality.—The teachers of Schenectady gave the retiring superintendent, Samuel B. Howe, a reception in June and presented him with a purse fat enough to enable him to take a trip to Egypt and the Holy Land.—E. A. Van Slyke, of St. Johnsville, has been elected principal at Scotia.

Schoharie.—H., F. Collister, of Macedon, a 1905 graduate of the Albany normal, has the Schoharie principalship, succeeding R. V. Spencer, who goes to Caldwell, N. J.

Suffolk.—Miss Frances Mickey, primary teacher at Eastport, was married in July to Rickford L. Robinson, of Eastport, at the bride's home in Glens Falls. Miss Margaret Tucker, who taught last year at Luzerne, has ben elected to fill the vacancy.—Prin. Edward M. Sanford, of North-port, and Miss Harriet A. Robertson were mar-ried in July at the bride's home at Adamsville.

Tompkins.—The teachers of Ithaca all made a visit to Batavia, Buffalo and Niagara Falls. They had a special car, a special rate, and were gone two days. The board of education paid their salaries, and at Buffalo, Superintendent Boynton gave them a dinner, at which the post prandial exercises were a delightful feature.

Ulster.—E. Lynn Fisher, of Oneonta, has been elected to the position of instructor in English, at the State Normal and Training school at New Paltz, for the coming year. Mr. Fisher is a graduate of the Oneonta normal school and of Amherst college, class of '03. Since his gradua-tion from college he has been an instructor in the Newark academy at Newark, N. J., and has been very successful in his work.—Frank M. Boyce, Jr., of Troy, has been elected grammar principal at Kingston.

Warren.—Ernest Robinson, for the past seven years principal at Clayton, has been elected principal of the Glens Falls high school, to succeed John M. Sayles, who goes to the Albany normal as the head of the grammar department.—Prin. and Mrs. James M. Barkley, of Lake George, attended the summer session of Columbia university, where they did special work.—F. F. Gunn becomes principal of the Glens Falls academy, succeeding Mr. Cox, who goes to Troy academy.

Westchester.—Prin. Clarence Woolsey, of Poughkeepsie, goes to Irvington to take a similar position.—Harriet K. Ballou, of Stockbridge, Mass., has a high school position at Tarrytown.— Miss Mary F. Harris, of Hornellsville, is the new principal of the Ossining high school.—L. V. Case, of the science department, succeeds Prin-cipal Sturges at Tarrytown.

Wyoming.—Ralph R. Blackney, of Angola, is the new principal at Castile.

#### **BOOK NOTICES**

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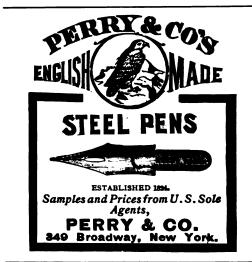
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#### ANNOUNCEMENTS

The Macmillan Company take pleasure in announcing that they have purchased the publica-tions formerly issued by Messrs. Richardson, Smith & Company, of 135 Fifth avenue, New York City, and that these publications will here-after bear the imprint of The Macmillan Com-

Among the gentlemen formerly connected with Messrs. Richardson, Smith & Company who will be identified with The Macmillan Company are Mr. A. W. Richardson, Mr. H. P. Smith, Mr. H. D. Harrower, and Mr. V. M. Allen. They may hereafter be found in the office of the Educational Department of The Macmillan Company, 64 Fifth avenue, New York City.

Readers of this paper contemplating a visit to New York City are advised that on writing to the Hotel Empire, Broadway and 63d street, a free "Guide to the Metropolis" will be forwarded to them.

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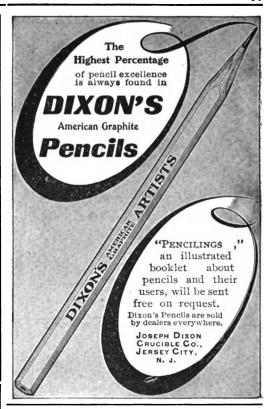
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Bellvale, N. Y.—Yesterday I accepted the position of principal of the school at Bellvale. Thank you for your help in securing the place. Frank G. Lindsey, Ravena, N. Y. July 22, 1905.

Marietta, Ohio.—I have received word from Dr. Wolfe that I could have the position in Marietta Academy and have replied that I would accept it. Thank you for your efforts. George W. Payne, New York City, July 22, 1905.

Chivington, Colo.—We have employed Miss Stella Stover to teach our school the coming year. Thanks for your assistance in the matter. George E. Towse, Secretary Board of Education, July 23, 1905.

Troy Conference Academy, Poultney, Vt.—I have telegraphed my acceptance to Dr. Dunton and thank you for your interest in my behalf. I am more than satisfied with the way you have treated me since I joined your agency. Winfield H. Stone, New Brighton, N. Y., July 24, 1905.

Croton Falls, N. Y.—Enclosed find money order for my commission. Accept also my sincere thanks for your efforts in my behalf. Your promptness on all occasions certainly deserves credit. I never miss an opportunity to praise the Albany Agency. Katherine Mulroy, July 25, 1905.

Nashville, Mich.—Enclosed you will find a post office order for the commission due on my position. Thank you for your courteous attention and services in my behalf. Jennie Updyke, Reading, Mich., July 25, 1905.

Dakota, Ill.—We have selected our teacher of mathematics, Latin and Greek and he is L. Nevin Wilson, who was recommended by you. Rev. C. K. Staudt, A. M., July 25, 1905.

Thetford Academy, Thetford, Vt.—From the three men recommended by you for the vice-principalship at Thetford, I have chosen Mr. Martin W. Chaffee. I am grateful for your assistance and shall speak a good word for you whenever I have the opportunity. J. Richmond Childs, July 26, 1905.

Middlebury, Vt.—I have just returned from Middlebury where I have been having a personal interview with the school committee. They decided to offer me the position of assistant in the high school and I have accepted. I want to thank you very much for your assistance in getting this position. Margaret Chase, North Adams, Mass., July 27, 1905.

Union College, Barboursville, Ky.—I inform Miss Sutphen, of Albany, N. Y., by this mail of her election as music teacher in this college. Your unqualified endorsement is the greatest factor in her selection. Thank you for your assistance. James W. Easley, Pres., July 27, 1905.

Bethel, Vt.—I received my Vermont certificate yesterday and have returned a duplicate contract to Mr. Fortier for the position at Bethel. I wish to thank you very much for your help in securing this position. Mabel M. Brown, Brushton, N. Y., July 30, 1905.

Middlebury, Vt.—Miss Chase came here Wednesday and we engaged her as our assistant for the coming year. I thank you for your assistance in the matter. E. H. Martin, M. D., Clerk of School Board, July 28, 1905.

Minneapolis, Minn.—Mr. Allen, whom you recommended, is proving very satisfactory thus far and we believe he will make an excellent teacher. Thank you for your interest in the matter. G. A. Golder, Pres., State Business College, July 29, 1905.

North Craftsbury, Vt.—I am in North Craftsbury and have accepted the principalship of Craftsbury Academy, for which you recommended me. The academy building and library are splendid. I find this a great country. L. E. Strohm, July 31, 1905.

Otterville, Mo.—I have been elected as principal of the school at Otterville, the place for which you recommended me, and my wife has secured a position as assistant. Thank you very kindly for your interest in our behalf. Chas. C. Phillips, North Troy, Vt., July 31, 1905.

Thetford, Vt.—I wish to thank you for your efforts in my behalf. Yours is the agency that produces results. After accepting the position at Thetford for which you recommended me I was offered another place in New York, also on your recommendation. The inexperienced college graduate does well to enroll with you. Martin W. Chaffee, Morrisville, Vt., July 31, 1905.

Oneida, N. Y.—I thank you Mr. French for your efforts in getting me a position and I shall do everything I can to assist you on every occasion. Everyone with whom I have had any correspondence speaks of you and your agency with highest regard. Raymond G. Leonard, Alexandria Bay, N. Y., Aug. 3, 1905.

Waterford, N. Y.—Your letter received and I also have official notice from Waterford of my election as superintendent. I sincerely appreciate your earnest efforts in my behalf. R. S. Roulston, Oneonta, N. Y., Aug. 3, 1905.

Chambersburg, Pa.—I am pleased to inform you that I have accepted the position in Chambersburg Academy and shall send you my commission in a few days. *Philip M. Smith*, Middlefield, Mass., Aug. 4, 1905.

Richmond, Ky.—I have just closed with your man, Mr. Bardwell, for the English and history position. Thank you for your favors. James T. Barrett, The Walters School, Aug. 4, 1905.

Sheridanville, Pa.—We have elected Miss Rees, of Clayton, N. Y., as teacher in Room 6, one of your candidates, and apparently excellent in all respects. Thank you for your good applicants. Geo. F. Smith, Sec. School Board, Aug. 4, 1905.

Naples, Ill.—I have just signed a contract as teacher of the school at Naples, Ill., the position for which you recommended me. I will pay the commission when I draw my first month's salary. Bertha R. Stoddard, Aug. 5, 1905.

Chambersburg, Pa.—I have engaged for the position in our school Mr. Philip M. Smith, who was recommended by you. I return to you all information concerning applicants received from you and beg to thank you for your efforts to provide me with a teacher. D. Edgar Rice, Principal Chambersburg Academy, Aug. 7, 1905.

Cape May City, N. J.—We have elected Miss Fisher, who was recommended by you for the vacant position in our high school and have this day notified her of our action. S. H. Moore, Chairman Teachers' Committee, Aug. 7, 1905.

West Stockbridge, Mass.—I have received an appointment at West Stockbridge and feel very grateful to you for the interest you have manifested and the assistance you have given me in securing the position. Elizabeth Vrooman, Middleburg, N. Y., Aug. 7, 1905.

Stamford, Conn.—I have been appointed to the position in Betts Academy, for which you recommended me, and have just written a letter of acceptance. I thank you for the assistance you have given me in securing this position. Chas. B. Weld, New Haven, Vt., Aug. 7, 1905.

Port Leyden, N. Y.—We have hired Miss Mary B. Garvin, recommended by you and notified her last week. *John McHale*, Clerk Board of Education, Aug. 8, 1905.

Troy Conference Academy, Poultney, Vt.—We have engaged your candidate, Miss Lillian E. Fisk, for art. In selecting her we passed by Syracuse graduates and women of very successful experience who were willing to take the same salary. Rev. C. H. Dunton, Principal, Aug. 8, 1905.

Morgantown, W. Va.—I have received a telegram from Superintendent Gallup notifying me that I have been elected to the position for which you recommended me and have just wired my acceptance. Thank you for your prompt and efficient efforts in my behalf. Jane M. Chambers, Liverpool, N. Y., Aug. 9, 1905.

Morgantown, W. Va.—Two of your candidates, Miss Watson and Miss Chambers, have been elected to positions in our school. Supt. Wm. H. Gallup, Aug. 9, 1905.

Poultney, Vt.—The position in Troy Conference Academy has been given to me, and I feel very grateful to you for your assistance. Lillian E. Fisk, Morrisville, Vt., Aug. 9, 1905.

Roxmor Woodland, N. Y.—Please find check enclosed for my commission. I find my work here very pleasant. The camp so far has been thoroughly a success. I highly appreciate the work you have done for me. Harry W. Little, Aug. 10, 1905.

Trinity Hall, Washington, Pa.—We have selected Mr. E. V. Greenfield, whom you recommended, for the French and German position. Thank you for services rendered. Chas. G. Eckles, Head Master, Aug. 11, 1905.

North Craftsbury, Vt.—I have accepted the position in Craftsbury Academy. I thank you for your aid in securing this position. Anna L. Pitman, Laconia, N. H., Aug. 10, 1905.

Dolgeville, N. Y.—I have received an appointment as kindergartner in Dolgeville and have accepted it. Thank you for aiding me in securing this position. *Marjorie J. Pettengill*, Amsterdam, N. Y., Aug. 11, 1905.

Coal Valley, Ill.—I have been elected as principal of the school at Coal Valley, Ill., and think I shall accept. Thank you for your favors. Alex. Unger, Marietta, Ohio, Aug. 14, 1905.

Kewanna, Ind.—I have accepted the position at Kewanna, Ind., for which you recommended me some time ago, and shall leave here Saturday, Aug. 19th, for that place. Thank you for your efforts in my behalf. Paul Weiss, Providence, R. I., Aug. 14, 1905.

Manchester, Vt.—I have accepted the position at Manchester for which you recommended me. Thank you for the efforts you have made for me. Mrs. Alice Walrath, Fort Plain, N. Y., Aug. 14, 1905.

Napanoch, N. Y.—I have to-day accepted the principalship of the school at Napanoch and thank you very much for the help which you gave me in securing it. I hope I shall be able to do successful work and reward your efforts in my behalf. May Hale, Cortland, N. Y., Aug. 14, 1905.

Staunton Military Academy, Staunton, Va.—Upon your recommendation I have offered Mr. Maloney the position for which you recommended him. Many thanks for your kind attention and most intelligent service which has the writer's heartiest appreciation. Capt. Wm. H. Kable, Commandant, Aug. 14, 1905.

Andalusia, Ill.—I am pleased to say that I have secured a position as teacher through your agency. D. M. Dukeman, Lancaster, Pa., Aug. 15, 1905.

Agricultural College, Miss.—I received the following telegram this morning: "You are appointed at \$1,200 salary, beginning Sept. 15th." I wired reply as follows: "I accept. When shall I report?" V. W. Bragg, Gordonsville, Va., Aug. 15, 1905.

Rutland, Vt.—You will be interested to know that we have engaged Mr. Nelson A. Hallauer, of Webster, N. Y., one of your candidates, as teacher of science in our high school. Thank you for your prompt attention to our needs. h. H. Ross, Chairman Teachers' Committee, Aug. 15, 1905.

Spring Valley, N. Y.—I have accepted the position in the first grade in Spring Valley. Thank you very much for your efforts in my behalf. It will be a great pleasure to recommend your agency to my friends. Lillian B. Wallace, Peoria, N. Y., Aug. 17, 1905.

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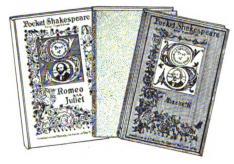
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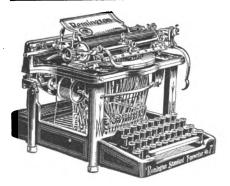
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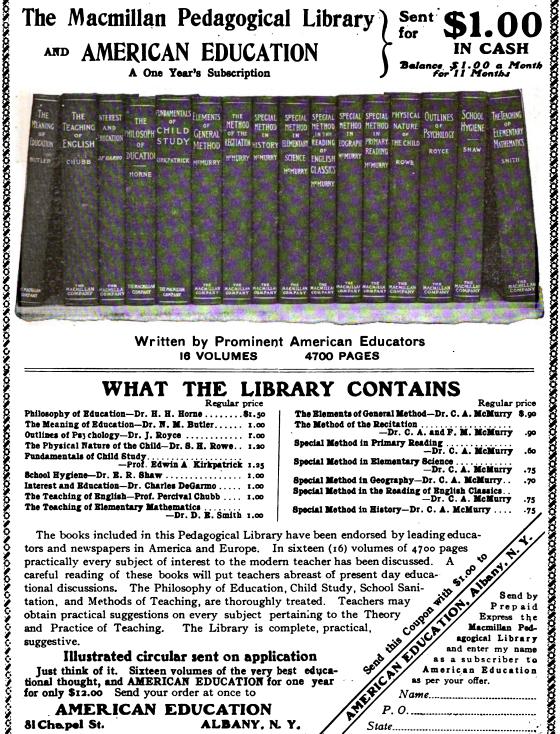
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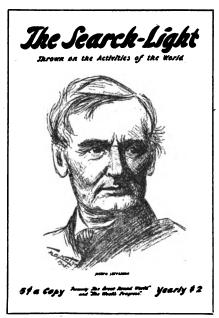
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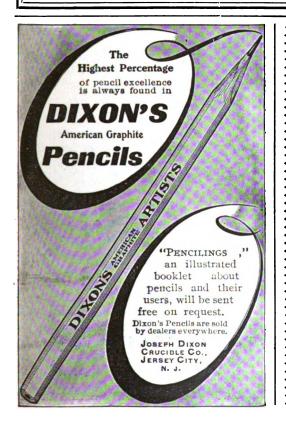
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# FROM KINDERGARTEN TO COLLEGE

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No. 2

### THE SCHOOLMASTER

WILLIAM SCHUYLER, WILLIAM MC KINLEY SCHOOL, ST. LOUIS, MO.

WE schoolmasters meet year after year to discuss what we can do for our pupils. We have made great progress in many ways by so doing; but it is well occasionally to remember that "charity begins at home," and to turn our attention to that ancient but important question: "What can we do for ourselves?" What can we do for ourselves, not as schoolmasters, but as men, not as mere sources of knowledge, or as organizers or administrators of educational institutions. but as human beings who have to live in this world; in short, as men of the worldnot men of the world in the lower meaning of the term, but men who know the world thoroughly and can get out of it all that is best and highest and noblest. And we should consider this, not only for our own comfort and pleasure in our personal life outside the school, but also in its ultimate effect on us in our special work as schoolmasters. For he is the best master of his school-other things being equal-who is the most thorough man of the world.

It is a truism that every school, nay, every school-room is a little world, and the better the schoolmaster is acquainted with the great world outside,—with its heights and its depths, its lights and its shadows, its virtues and its vices, its glory and its woe,—the more he can make this little world of his become like the great world, and the better will his pupils be prepared when they go forth to fight the battle of life. Especially is this true of us teachers in secondary schools, the great majority of

For ages the schoolmaster has been the butt of satire and caricature, and the honorable name of pedagog has become in the mouths of many a term of reproach—or what is worse, the theme for cheap wit. And if we will be honest we must see that there is good cause for this.

Too great devotion to any profession always tends to narrow a man, to lead him to substitute the special aims of his own particular work for the great aims of humanity, to substitute his own particular standards for those accepted by the world at large. And of all professions that of teaching is most liable to this danger. In the first place, there is the fascinating absorption in one's special subject which only too easily degenerates into pedantry,in which the means take precedence of the end to be attained-and then there is that constant association with immature minds which, if not counteracted by a broad and varied outlook, ends in making the schoolmaster narrower and pettier in mind than the children he tries to control, for they at least are growing while he is drying up,—is fossilizing. The teacher who yields to these deleterious influences soon becomes the pedagog of satire. His little world becomes to him the only world, the little peccadillos, and shortcomings of his pupils become in his eyes grievous sins and

whose pupils are just about to finish their school life and already know more of the world than some of us imagine, and who judge us, and judge us severely, according to our knowledge and ignorance of that world they see opening before them.

<sup>\*</sup> Read before the N. E. A., 1905.

crimes; he is unutterably shocked by any irregular manifestation of the exuberant vitality he is trying to control, and he does his best to stifle all free life and progress by his petty and annoying rules and requirements. To use an expressive slang phrase—he may be able by constant effort to "keep the lid on" the seething cauldron of his school or class; but his pupils soon learn that his outlook is limited and insufficient, they despise him for his ignorance of what they already know, they hate him for the petty injustice of his regulations and the narrow exactions of his requirements, and the stronger characters among them, the "bad boys" so-called, consider it a meritorious act to beat him. or even cheat him at every opportunity.

But let the schoolmaster be a true man of the world—let him know all the temptations that not only children but even grown people succumb to, let him know and feel the manifold desires that move human beings to noble and ignoble deeds, let him view the wondrous drama of life in its entirety, then he will see that in the little world of school nothing is fatal, that the little sinner of to-day becomes the good man of the morrow, that not by horrified repression but by sympathetic encouragement, he can develop his young barbarians into efficient members of civilized society. He will also see that a youth will need something more than mere mnemonic knowledge of his text-books, something more than the ability to pass his examinations in order to make his way in the world efficiently and nobly. And that something more can only be developed, not by what the schoolmaster says, but by what he is, by his personality. For children learn, as we all know, most through imitation, and they can have no better preparation for the world than the unconscious imitation of a true man of the world.

It is just as easy for the schoolmaster to become a man of the world as it is for any one. It is mainly the matter of choosing his associates, His associates should be of as many different callings as possible. The true schoolmaster should be above all things a social being; he should be at home in the society of merchants, mechanics, artists, journalists, musicians, lawyers, doctors, politicians, and clergymen. And he can be at home with each of these if he cultivates an interest in those things which constitute their life work.

Even where the circumstances of the schoolmaster are such that he cannot associate himself directly with all forms of this varied life of the world, he can always reach them through great literature and art, wherein the world from age to age records its experience and sets forth its ideals. Outside of the direct contact of actual life there is nothing more broadening, more humanizing than a close and loving acquaintance with the great masterpieces of human expression, not only those of our own time and country, but those of other lands and of bygone days. And yet many schoolmasters allow increasing absorption in their daily tasks to cut them off from this source of spiritual nutriment which meant so much to them in their youth.

Of course, one cannot expect of one poor schoolmaster that he should be equally interested in every form of human activity.for instance, that, not having an ear for music, he should be the chosen comrade of musicians, or an enthusiastic admirer of Beethoven's symphonies—but that is the ideal; and the nearer one approaches it the better man of the world will he beves, even the better schoolmaster. For if a man try to develop all his capabilities he will be surprised at possibilities in himself he had never dreamed of; and if he keep a broad outlook he will find that he can sympathize even where he cannot fully understand and appreciate.

It is this understanding, this appreciation, this sympathy that distinguishes the true man of the world from the narrow specialist, or the provincial, and it is the same understanding, appreciation, and sympathy which will change the schoolmaster from the absurd pedant of satire and caricature into what he should be,—a guide, counsellor, and friend.

There is an unfortunate tendency in some quarters at the present time to consider the profession of teaching as something apart from the ordinary vocations of mankind and as endowed with a peculiar code of ethics, considerably above that of the world at large. But this Pharisaical "holier-than-thou" attitude is fatal to the highest efficiency of the schoolmaster, whose business is to prepare his charges, not for another world—that belongs to the church but for this world in which they must live and move and have their being. If he insists upon standards different from those of the world about him, his pupils, who are beginning to know the world, will judge him by those standards and will consider him an antiquated or unpractical fellow whose admonitions have no real value; and so his influence will amount to little or nothing.

It may be said here that in spite of the screaming headlines of the yellow journals. in spite of "frenzied finance" and boodle exposures, the generally accepted ethical standards are neither dishonest nor debasing, but are as good as can be expected at this time in this finite world of ours. It is also a truism rhat each era—each race even, has its own ethical standardevolved by peculiar temperament and circumstances; and it is not the part of the schoolmaster to pose as an examplar of the ancient Israelitish ethics, of the antique Greek or Roman, of the medieval ascetic, nor the modern Puritanical, nor of any fossilized code of morals-no matter how excellent and suitable they may have been in their own time and place—nor should he construct or admit a peculiar code applying especially to members of his vocation, as if they were of finer or more fragile clay. But he should be simply a man—a true man of the world of his time—an American gentleman in all which that term implies (and his religion, what it may please God).

We all know, or should know, what are the best ethical standards of our time and country; and that—in America at least—they are not mere empty professions is shown by the universal esteem and honor accorded to every man who consistently tries to live up to them. And a man does not need to be a schoolmaster or a clergyman in order to satisfy them.

The schoolmaster then will be most efficient both for his own and his pupils' good who has the most knowledge of the world as it is and as it has been. But in obtaining this knowledge he must become the master, not the slave of the world. He will be like those pilots who know every reef or rock in the channel, but whose barks have never been shipwrecked. He will then be a guide who can point to the loftiest heights and noblest vistas in the path of life, and at the same time reveal the obstacles and abysses that are on every side. He will be a counsellor whose advice will be heeded, because his charges feel that he knows whereof he speaks. He will be a friend whose broad charity will bear with failure and even perversity, and whose wise sympathy will draw erring hearts to him for comfort and aid. Like St. Paul he will be "all things to all men, that he may by all means save some."

Do not make excuses to yourself for your failures, but look them squarely in the face and study how to avoid their repetition.

# THE STUDY OF ENGLISH A FACTOR IN THE EDUCATION OF THE BUSINESS MAN \*

CHARLES DAVIDSON, PH. D.

N the commercial treaty negotiated some months since between China and Japan it was provided that, when doubt should arise concerning the meaning of any article of said treaty, the English version should be authoritative. When the nations of the East proclaim the fact, need we doubt longer that the English speech is to be the world medium for trade and diplomacy? And trade will follow speech. "The clearing house for the world has long been in London. Whether the signs forecast its passage to Wall Street may be questioned, but no one doubts that our business enterprises are fast losing their local or provincial character. As the little red schoolhouse has been displaced by the city high school, so the business schools of the past must change to meet the needs of our broadening commerce.

To you as representatives of the commercial teachers of the East is committed the task of developing the system and content of that American education which shall equip our business men for their life amid the currents of world traffic since these will henceforth encompass them whether their desks be in city or village, or in the centres of foreign trade. In the presence of such a task the old problems in the pedagogy of instruction for business sink to their proper place as questions concerning the preparation necessary before the youth can begin his training for manhood. Of course the child must spell, must compose sentences grammatically correct, must count and add correctly, must write a legible hand. When these accomplishments are his, the grammar school tasks may end; the specialist now undertakes to equip him for service in the marts of trade.

The ways and means of effective train-

ing are yours to devise. At the present moment we ask what scope in such training should be given to instruction in English. The subject termed English is the most complex in modern pedagogy. It is a body of knowledge, a discipline, a medium for instruction in ethics and aesthetics. The constant debate concerning it reveals the growing sense of its importance. The frequent and confident proclamations of shortcuts to proficiency in English reveal no less clearly our imperfect comprehension of the nature and complexity of the subject with which we have to do. What shall the school for business teach under the term English? What knowledge and power does the business man need that he can most directly gain through this means? Let us see.

The business man should possess certain acquirements characteristic of the successful journalist. He should have a reporter's command of rapid, clear, and condensed statement. It is not enough that he should write grammatically and avoid misspelling. He must present his proposition clearly and without unnecessary words.

Secondly, the business man should have something of the legal habit of mind. It should be second nature with him to weigh phrasings and detect ambiguous terms that his letters and contracts may not appear against him in a day of judgment.

Thirdly, the business man should have certain habitudes of thought which we are wont to expect in the politician. He must take personal bias into account, must trace ulterior motives, and eliminate his own personal likes and dislikes that he may play the game.

Lastly, the business man should be anchored to some faith or philosophy that shall hold his mind steadfast when storms run high and his life bark rides alone. The act of the suicide too often marks the

<sup>\*</sup>Read before the Eastern Association of Business Men April, 1904.

floundering of a life that lacked the ballast of a faith that would enable the spirit to outride the day's emergency.

And your course in English, gentlemen, should satisfy these needs. It is through the study of English that your pupils must acquire this knowledge of language and the desired skill in its use. Stevenson has truly said that "the business of life is mainly carried on by the difficult art of literature, and according to a man's proficiency in that art shall be the freedom and fullness of his intercourse with other men." We see, then, the goal we desire, let us examine the means at our command for the attainment of our goal.

First as an imperative necessity is the training in expression, both oral and written. Recitation by topic, where clear and adequate exposition of a complex theme is required in limited time, is of great value as oral composition. Clear-cut, exact, and vivid phrasing is a priceless acquisition for a business man. Training in written composition will give clear and compact expression if it be rightly conducted. To this end the writing of first-draft essays or paragraphs should be a daily exercise. These need not differ from college daily themes except in the choice of subjects. Faculty in felicitous phrasings has a money value in every office where clerks write letters, and I think no other exercise will impart this ability so directly as daily drill in first-draft writing. But more than this is necessary. Propositions are often complex, and a trained business man reads with impatience a confused presentation of your purpose. An orderly discussion of a plan involving many details is not a matter of accident, but the result of training in grouping, outlining, and massing the items presented. This is not a question of felicitous phrasing and demands a different discipline. Able reports on kindred themes should be studied, outlined, and imitated. Instruction should be given in the collection of data, in grouping by natural or logical

dependence, in cumulative effects, and in the various elements of effective presentation in the long essay. By such means facility and orderly exposition may be taught.

But there is such a thing as fatal fluency. Caution must sit at his elbow when a business man puts pen to paper; he must weigh phrase and term when he makes an offer. This habit of watching the details of statements cannot be acquired through the study of commercial law since the time given to that study is brief and the mind is busy with data instead of phrasings. Possibly it might be gained through the study of constitutional history, by tracing developments that often take their rise in a single phrase of a constitution or law, but this study would carry the pupil far afield. This discipline can be most rapidly acquired through the close study of thoughtful prose, the prose of criticism, argument or exposi-A scrutiny that reveals the full thought of an essay by Macaulay or Huxley and the method of structure by which that thought is made effective, trains the pupil better for the examination of statements, his own or another's, than aught else known to me.

The study of predilections, of the interplay of motive and interest, of conditions and sources of action, is best pursued through biography, the novel, and the drama, though much can be learned from the thoughtful study of history. A good biography is a faithful transcript of a single life; it does not report fully the opposing currents or the causes for action, but it does lay down the chart of a life and mark the location of reefs and havens. A good novel or a Shakespearian drama reveals the clash of circumstances, and sketches the influences that lead to decision and action under assumed conditions. Through this study of life in books, so far as human foresight can provide, we should teach our pupils how they may avoid those bitter chapters in the book of experience which most of us have

conned in the darkest hours of life. This phase of the business man's training has been sadly neglected in our schools, and this neglect has brought frequent censure from the men in active affairs. They say that the young graduate of the business school becomes a source of anxiety as soon as he mounts the office stool. He has no sense of the differences between persons in the discharge of his duties. Every dunning letter he writes may offend a valued patron. He cannot exercise prudence, for to him office routine is more tangible than indi-A well-meaning marplot is vidualities. often more dangerous than a confessed enemy. Men grow old in learning the hidden springs of action, and all we can do through literature to season the young man falls within the scope of our duty.

Further, no man can or should live wholly in the round of daily business. He must have diversion for his leisure hours; he should have occupation for the days that must be spent in travel. All employers understand that the diversions which their employees seek are matters of concern to them. To-day the skilled artisans frequent the libraries. Where are the clerks? The desires that books will satisfy lie dormant in the lad or he needs pilotage to sources of which he has no knowledge. It is our duty to quicken desire, cultivate taste, and acquaint the youth with the books that will meet this need. It is no slight matter when the young man declares that the study of a good novel years ago has made all trash distasteful to him. During his school life the youth should discover his own bent and the books that will give most lasting pleasure and should learn how to use these as tools for the furtherance of his desires.

Lastly, what shall it profit a man to heap up riches if wealth becomes the only stay of his soul? If life is bound up in business and possessions, when these are lost all is lost, and life goes out with the pistol shot or lingers on, aimless, adrift. In its inner citadel the spirit should repose on verities

more enduring than these. Our fathers found such in religion. With what faith or philosophy do the young men of to-day guard their lives? With all of thy getting get riches, is the beginning and the end of doctrine with many of them. Traditional customs and standards, inherited from days of quickening faith, are observed by many until new conditions make old customs obsolete: then, because the root of the matter is not in them, the appeal of the present impulse becomes their guide. This is particularly unfortunate in our day. The froth of life is thrust upon us in the newspaper, in the posters of the theatre, and low standards for living find frequent expression and advocacy. Then, many young men must lead a detached life during their apprenticeship in affairs. They are commercial travelers or representatives in foreign lands. Under these circumstances inherited customs can have but slight influence on life and habits. In what can we trust for that sobriety of living which every reputable firm demands of its representatives? puritan faith is a thing of the past. young men no longer frequent the churches or hear morality lauded by its chosen advocates. The doctrines of mercantile honor seldom find expression, defalcations increase, and there is danger that suicide will become an approved way of escape when riches take wings or business standing is lost. It is not enough that the elder generation shall cherish ideas of probity, the young must be taught. Our young men must possess an inner strength that will withstand temptation and endure adversity. strength can lie only in a religion that restrains and regulates life or in a philosophy that commands allegiance for principles more powerful than the chance accidents of the day. It is our duty to acquaint the youth with such principles as have ruled the lives of the men of power in the past. The sayings of Socrates, the maxims of Marcus Aurelius, the thoughts of Wadsworth, the words of Washington, are part of the literature that merits careful study. For some reason our boys and girls have come to believe that alertness, shrewdness, are worth more in the battle of life than infinite pains, well-considered plans, or devotion to a single purpose; they need the larger view that such men as Darwin, Gladstone or Franklin teach and this they can acquire through class discussion of life and doctrines as gleaned from books, and thus build within themselves a knowledge and love which shall lead them to emulate the lives of worthy men.

I am aware that in this brief sketch of the desired function of composition and literature in education I am claiming for the study of English a field and importance not hitherto accorded it in schools of business. Indeed, I am persuaded that the pupil to-day leaves the business school so weak in the technique of ordinary composition that he cannot use to advantage the other gifts he may possess. Of what use is a shorthand amanuensis if she has so little knowledge of vocabulary, or of sentence and paragraph structure that she cannot correct the slips of hurried dictation or confuses words of similar sound? How can I use the man whose letters are childish in content and phrasing, even if accurate? Immaturity in thought and expression is a notable weakness with many graduates of business schools. The study of literature is necessary to correct this; it will define and enrich thought, and teach variety in phrasing. But I cannot stop for details of method or attempt to sketch a syllabus of work. Let me in closing state briefly one or two thoughts. I would have in every course for business, whether it be long or short, one hour a day devoted to systematic study of English. The subject deserves that consideration. Much incidental instruction in English will, necessarily, be given in other courses, but one hour a day should be set apart for the systematic study of composition and literature. A carefully planned syllabus is necessary that the purpose of each exercise in composition, of each text selected for study, may be clearly defined and all closely adjusted to the known needs of the business man. Desirable habits should be established. Among these may be instanced the habit of correct speech, of accurate expression in writing, of home reading with definite purpose; these are as important for the business man as are those which the best business schools so conscientiously inculcate. accomplish this, English must become as serious a study as bookkeeping or business This may seem an extreme position, but we shall then give no more emphasis to the mother tongue than is now given in the best commercial schools of France and Germany. The quality of our training must equal that acquired in their schools, for our young men must compete with theirs in the world's markets, and the better man,-better in that he is broader in knowledge and sympathy, more the gentleman in the best meaning of that word,the better man will get the trade.

### THE MOUNTAINS

BY E. A. LENTE

Oh, the mystery of the mountains!
With their caves and moss-rimmed springs,
Where no trespasser has ventured,
Save soft-footed wildwood things;
There are heights no man has conquered,
And delights no soul has found,
Treasure land of joy and romance
In that high, enchanted ground.
—Four-Track News.

# THE TEACHING OF ETIOUETTE IN THE PUBLIC SCHOOLS

MINNIE E. HAYS, PRINCIPAL MOOERS FORKS, N. Y., GRADED SCHOOL

THE teaching of etiquette in school should be one step in advance of the manners or etiquette as taught in the average home. I make this statement having in mind the ideal school as nearly as has been reached with respect to the teaching of etiquette.

It is not my intention to criticise the etiquette of the home, although there is good and sufficient reason for so doing. There is foundation enough in the subject itself without straying to other pastures.

Teaching etiquette in the school-room is no easy task. It is herculean. The minds are so dissimilar—the training each receives at home so diversified, the environment so morally low in instances, high planed infrequently with many different grades between the former and the latter that the teacher finds herself at a loss to know just how to bring these discordant elements together into an harmonious, peaceful, gentlemanly, and ladylike gathering.

Beginning the school year teacher and pupils find new conditions. Let us suppose the teacher a woman and the school rural, no etiquette has ever been taught here and teacher and pupils are strangers. If the teacher has had experience, if she has ever undertaken to bring out chaos an harmonious, well-minded school, she reads a task before her. There are bashful ones. They shy into the schoolroom rubbing the wall and decorating their pinafores with the whitewash. ones tumble into the room like the hustling rabble at a ward caucus. These are the two extremes; there are any number of degrees between.

The teacher must give confidence to Miss Bashfulness. She must tame Mr. Cyclone. But first of all she must impress the pupils with her sympathy, her earnestness, her interest in their every school endeavor.

Truth and strength must mark every part of her character. The outward and visible

signs of which are a cleanly body, a tidy dress, a gentle grace, a firm step, and a spotless white linen handerchief.

When the pupils know of what the battery before them is composed, it does not take long to establish a station in each child's heart. And now must come the messages—messages which will enable the gardeners to get ready the soil for the planting of precious seeds which will bloom into courtesy and thoughts for others.

Use fifteen minutes at the beginning of each morning session to sip from noble lives the dews of truth which will aid in fixing ambition, the great fertilizer of character. Study the pupils and their homes to enable you to send proper messages on cultivation. Study faces so that you may gather secrets.

John's father is a drinker-John needs a message. Tell the story of Poe. Tell of the beautiful thoughts in his writings, how he mourned for the lost Lenore, of the strength that we may gain by listening to the "rare and radiant maiden." Tell how you think Edgar Allen Poe wasted his life by not giving himself a careful study. He should have taken time to correct himself. He should have turned on the light inside. and searched out the dark corners and then tried and tried and grown strong in trying to make himself light within. Teach how we build a bit here, a bit there—and then a beam is formed—a strength against every adversity. Give the good side of Poe's life. Do not make a conflict with error. Nothing is ever gained.

Show the picture of Poe. Study the picture. Give quotations to strengthen memory, and to aid in lighting the inner torch. Have the pupils copy the quotations in a book for the purpose, and learn them thoroughly, making an application to the life studied.

These apply:

"Build thou more stately mansions, oh, my soul!

As the swift seasons roll!

Leave thy low-vaulted past!

Let each new temple, nobler than the last, Shut thee from heaven with a dome more vast, 'Till thou at length art free.

Leaving thine outgrown shell by Life's unresting sea."

"The fruit, when the blossom is blighted, will fall; The sin will be searched out no matter how small; So what you're ashamed to do, don't do at all."

"It was the little rift within the lute
That ever widening slowly silenced all;
Or little pitted speck in garnered fruit,
That rotting inward slowly mouldered all."

Teach pupils to glean from heartaches, and sorrows and all seeming failures—brightness, and show them how to store strength.

Give the story of Scott's life, and tell of the heartaches that inspired his nature, and brought out many a sweet strain.

Exalt honest labor. Make it a crown. These quotations are especially good as character props:

"Is it raining, little flower?
Be glad of rain.
Too much sun would wither thee.
'Twill shine again,
The sky is very dark, 'tis true,
But just behind shines the blue.

Every time you miss or fail,
Start in on a higher scale;
Let each tear and sigh and moan
Only be a stepping stone.
Let each dark experience
Point you to an eminence
Up higher!"

"Aim high! He who aims at the sun although pretty sure not to hit it, will shoot higher than he who aims at the ground."

"I know a place where the sun is like gold, And the cherry blossoms burst with snow, And down underneath is the loveliest nook, Where the four-leaf clovers grow.

One leaf is for hope, and one is for faith,
And one is for love, you know,
And God put another in for luck—
If you search you will find where they grow.

But you must have hope, and you must have faith,

You must love and be strong—and so—
If you work, if you wait, you will find the place
Where the four-leaf clovers grow."

"Upon the wreckage of thy yesterday
Design the structure of to-morrow. Lay
Strong corner stones of purpose, and prepare
Great blocks of wisdom, cut from past despair
Shape mighty pillars of resolve, to set
Deep in the tear-wet mortar of regret.
Work on with patience. Though thy toil be slow,
Yet day by day the edifice will grow.
Believe in God—in thine own self believe.
All that thou hast desired thou shalt achieve."

Give morals first, then the beautiful companion, manners. Polish the inside, then give kind little ways of showing the finish.

Will pupils rebel when you give them forms of grace? No, they delight in each exercise.

I am going to show you how to correct general errors.

This morning we are going to learn the happiest way to say "yes," and "no." We do not say "yes ma'am" or "no ma'am" any more. We say as pleasantly as we can, "yes," and let the person's name to whom we are speaking follow, or we may say a sentence if we wish. If we know how to say "yes" all alone very nicely, it may be said this way. We will put these replies on the blackboard, and then we will practice. I will ask the questions and you may reply from the board:

"Did you put the book in the library?"

"Yes, Miss Brown."

"Yes, Dr. Smith."

"Yes, I did."

"Yes."

"Will you lower the window?"

"Yes, Miss Brown."

"Yes, I will."

"Are you able to solve the problem?"

"No, I can not solve it."

"No, Miss Brown."

We will practice these all day, and I shall try to say, "Yes, John," or "No, Mary," just as pleasantly as I am able, for I was taught to say "yes ma'am" and "no ma'am," and it may be difficult for me to change.

Teach boys that a salutation to a lady or an old gentleman should be accompanied by a raised hat. Write salutations on the blackboard and when the boys and girls are ready to leave the building at noon or at night practice. Teach the boys to raise the hat when leaving a lady, and to raise the hat if the lady with whom he is walking or driving bows to a friend.

It will be impossible to give all the exercises necessary to enable the pupil to be well graced. I will give you a few general hints:

Do not forget to train in using the fork. This is very difficult to teach, for very few hold the fork correctly. Use the fork in taking the meat from the skin of a potato. Put the spoon into the saucer, not into the cup when drinking. Say "Pardon me," if you wish pardon, and "Excuse me," if you wish to leave the table, the room, or a person. Do not clean the finger nails in company. Do not cross the legs in company. Do not sit when you are talking with a person who is standing.

I cannot give you the hundreds of suggestions that are necessary. There are "Home Manners," "School Manners," "Manners in the Street," "Manners at Table," "Manners in Society," "Church Manners," "Manners at Places of Amusement," "Store Manners," "Manners in Correspondence," etc., etc. I wish to say just a word on the latter. Teach pupil to be very careful not to censure when they write, to speed a ready note of sympathy in time of trouble, to be prompt in acknowledging a gift and to give a word of appreciation for the care taken in preparing something to please. I hold in my possession a letter of worth. It is from a great and busy man. It is filled with kindness and consideration. I am going to let you read it.

WEST PARK, N. Y., June 16, 1901.

My dear Miss Blank:

Yours of last December with the letters from your children, the drawings, etc., etc., has only this day reached me. I thank you many times for your thoughtfulness. I have read the letters and the essay on the bee with real interest. I send my love to the children and to their teacher. I hope you will all have a delightful summer.

I shall put up the pictures in my cabin called "Slabsides."

Very sincerely,
John Burroughs.

These books and papers have helped me in carrying on the work: Success, Ladies' Home Journal, Woman's Home Companion, "Lessons on Manners," by Julia Dewey; "Manners Maketh the Man," by the author of "How to be Happy though Married," an English author; "Practical Life or Ways and Means," by Mrs. Julia McNair Wright, and "Arthur Bonicastle," by J. G. Holland.

"Arthur Bonicastle" is invaluable. It puts before the boy and girl the highest type of manhood and womanhood. I know of no better book to read to pupils. It corrects the habit of story telling; it searches out grave, secret wrongs; and at last brings together as companions beauty in strength, and truth not veneer.

Teachers, read a country's destiny in the faces of the braves before you and remember that, "Self conquest is the greatest of all victories," and that, "The golden threads of truth and the silken threads of love, twisted together, will draw men on with a sweet violence whether they will or not."

Pardon others often; thyself never.—Publius Syrus.

### A WORD FOR BOYS

AMOS W. FARNHAM, STATE NORMAL SCHOOL, OSWEGO, N. Y.

A FTER several years' absence from the village of H., I returned to it, and found that time had wrought the greatest change among those whom I had left as children. One day I was in the store of one of the leading merchants, when a youth came in. He did his errand and went out. Something in his manner led me to ask who he was. My friend, the merchant, said: "You will be surprised when I tell you that he is Mr. M's son." Then he went on to say: "For years I have watched the children of this place grow into their 'teens.' I have more than once marked a boy in knee breeches, and told myself that when he was old enough I would try to secure him for one of the departments of my business. But as he outgrew his short pants he also outgrew the summer terms of school, the Sunday school, and parental instruction. He began to smoke cigarettes, to swear, to stand on street corners, to sit on store steps and swap small talk with senseless simpletons. Then I have had to bid good-bye to my boy, and transfer my hopes to another." Just then a lady came from her carriage into the store and asked my friend to show her some summer silks.

He passed along to serve her, and I was left to reflect upon his words.

Since then I have said to more than one promising boy, "My young friend, I have read with pleasure your advertisement, with testimonials, for a place of trust." When his look of surprise has asked what I meant, I have said, "Your language, which is free from slang and profanity, your polite manners, and the good company you keep are your advertisement; and your bright eyes, fair cheeks, pure breath, and elastic step are your testimonials. They testify that you are free from habits that undermine health and morals. Now, there is a man of wealth who wants you for a place of trust by and by. The place will demand keen oversight, and only a young man who has large physical and moral strength will be able to fill it. But in return for its demands, it pays well. So, keep your advertisement where the man of wealth can read it every time he meets you. Keep your testimonials clean for any one 'whom it may concern,' and, mark me, boy, by the time you want a place the place will want you, and you won't have to wear out a pair of shoes to find it."

### I WOULDN'T FRET

Dear little lad with flashing eyes,
And soft cheeks, where the swift red flies,
Some one has grieved you, dear; I know
Just how it hurts; words can hurt so?
But listen, laddie—don't you hear
The old clock ticking loud and clear?
It says: "Dear heart, let us forget—
I wouldn't fret, I wouldn't fret!"

Why, little girlie, what's gone wrong?
My song-bird's drooping, hushed her song.
The world has used you ill, you say?
Ah, sweetheart, that is just its way.
It doesn't mean to be unkind,
So, little lassie, never mind;
The old clock ticks: "Forget, forget,
I wouldn't fret, I wouldn't fret!"—Success.

# The School Teacher's Creed

- 1 Believe in boys and girls, the men and women of a great to-morrow; that whatso-ever the boy soweth the man shall reap.
- 1 Believe in the curse of ignorance, in the efficacy of schools, in the dignity of teaching, in the joy of serving others.
- 1 Believe in wisdom as revealed in human lives as well as in the pages of a printed book, in lessons taught, not so much by precept as by example, in ability to work with the hands as well as to think with the head, in everything that makes life large and lovely.
- 1 Believe in beauty in the schoolroom, in the home, in daily life and in out-of-doors.
- 1 Believe in laughter, in love, in faith, in all ideals and distant hopes that lure us on.
- 1 Believe that every hour of every day we receive a just reward for all we are and all we do.
- **1** Believe in the present and its opportunities, in the future and its promises and in the divine joy of living.—Amen.

---EDWIN OSGOOD GROVER.

# For the School Room

### RADIUM AND RADIOACTIVITY

CHARLES SHEARD, ASSISTANT IN THE DEPARTMENT OF PHYSICS, DARTMOUTH COLLEGE

ARTICLE II.—THE CONSTITUTION OF THE ATOM.

Article I was published in Vol. VIII, No. 5, of AMERICAN EDUCATION.

A BOUT a hundred years ago John Dalton put the atomic theory of matter upon an experimental basis. Previous to that time it had been but speculative and theoretical. Conclusions drawn from his work have led scientific men from that day to this to believe that matter is of a complex nature, being made up of invisible and indivisible, ultimate particles called atoms. That which was at first but a mere hypothesis gradually grew into a theory and has fairly assumed the status of a law; for these particles of matter have been looked upon as the characterizing features of the units of physical division, the molecules. The science of chemistry has been founded and built upon this theory as its cornerstone, for it is defined as a classification of the laws regulating and governing the combinations and conduct of the atoms. Thus hydrochloric acid, HCl, has been considered a compound, the physical unit being the molecule, the chemical components being atoms of hydrogen and chlorine. The atoms, of which there are seventy or more varieties as far as we at present know, have given rise to as many different elements. These last are divisions of matter which cannot be further simplified and hence are molecules composed of the primordial atoms.

It is not a little interesting that the new century should bring in theories and discoveries which tend to shake our belief in some of the so-called fundamental principles of science, among them the atomic theory. The finding of the X-ray, the discovery of radiation in its various forms and the theories of electrons and ions may be

said to be epoch-making events in science. As a result of this activity along a comparatively new line of research work much progress is being made toward the solution of the most vexed of all physical questions: What is the nature and the constitution of matter?

Some physicists of the present day, notably Ostwald, the celebrated Danish chemist, go so far as to say that the atomic theory must be discarded as useless. This is the extreme, however. That which has stood the tests of scientific methods for over a century cannot be easily displaced by theories and experiments which are yet but in the making. "The very fact that not only helium, but oxygen, hydrogen, carbon dioxide and nitrogen have been found in radium bromide shows how essential it is to the solution of the problem that a fair quantity of pure radium should be experimented upon before any satisfactory theory can be formulated."\* Professor Rutherford, in the opening chapter of his book, says: "While the experimental results have led to the view that the constitution of the atom itself is very complex, at the same time they have strongly confirmed the old theory of the discontinuous or atomic structure of matter. The study of the radioactive substances and of the discharge of electricity through gases has supplied very strong experimental evidence in support of the fundamental ideas of the existing atomic theory."

Let us now turn our attention to a consideration of the proofs, both theoretical

<sup>\*</sup>Bottone, S., Radium and All About It.

<sup>†</sup> Rutherford, E., Radio-activity.

and experimental, given in support of the following statements:

- I. That the atom, hitherto considered the smallest division of matter, can be broken up into corpuscles.
- 2. That these infinitesimally small particles are probably the material out of which all matter is constructed.
- 3. That radium may be converted into helium; i. e., that the transmutation of elements may take place and actually has occurred.

The statement has been made that X-rays are emitted by a highly exhausted bulb subjected to an electrical discharge. But their existence is found to be dependent upon other rays which are also connected with the discharge. These bear the name of cathode rays, because they originate at the negative electrode of a tube when in operation.

For several years the nature of cathode rays was the subject of much dispute. Some thought that they consisted of streams of minute, negatively charged particles shot off with enormous velocities from the cathode, while others maintained that they were waves in the ether, similar to light. From proofs furnished by Perrin and J. J. Thomson, physicists are now agreed in regarding cathode rays as negatively charged particles whose mass is only about one one-thousandth that of the smallest atom known, hydrogen.

Professor Millikan says:

"Experiments upon cathode rays have proved conclusively that under some circumstances particles do exist which are smaller than the ordinary atoms of chemistry. It was the study of cathode rays, then, which first sounded the death knell of the *indivisible* atom of our earlier chemistry and prepared for the discoveries, which were soon to follow, of subatomic transmutations which involve the liberation of stored up energies, the very existence of which had never before been dreamed of."\*

At the time of Roentgen's discovery many scientists thought that the X-rays were simply cathode rays which had passed through the bulb. There are two distinct differences, however, for (1) they are not deflected in the slightest degree by a magnet or charged body and (2) they do not impart negative charges to bodies coming under their influence. It is generally agreed that these rays are ethereal rather than material in nature.

The question now naturally arises: Do radioactive substances emit rays similar to cathode or X-rays? At first it was suspected that the radiations from uranium, thorium and radium were similar to X-rays for the reason that they possessed the power of passing through opaque objects and of affecting a photographic plate. When the tests were applied which differentiate Roentgen from cathode rays, it was found that the Becquerel rays emitted were deflected, as shown by the distortion of photographs and that they had the power of imparting negative charges to surrounding bodies. It seems therefore that radioactive substances emit rays which are similar to cathode ravs.

In 1899 Professor Rutherford of Mc-Gill University discovered that radioactive substances gave forth other rays. The alpha, beta and gamma rays have been distinguished.

The alpha rays do not have great penetrative powers and are stopped by a layer of air a few millimeters thick. They carry positive charges of electricity, for they are found to be deviable in the same direction, while under the influence of a magnet, as particles carrying a positive charge. Their mass is approximately twice as great as that of the hydrogen atom, or about the size of the atom of helium.

The beta rays are the cathode rays given off by radioactive substances.

The gamma rays are gifted with extraordinary penetrative powers. Apparently they are similar to Roentgen rays, if they are not actually the X-rays themselves. These rays carry no electric charges, for they are not deviable under the most powerful electromagnets. It is con-

<sup>\*</sup> Popular Science Monthly, April, 1904.

jectured that the gamma rays are ethereal pulses.

Whence comes the energy which is represented in the projected particles in the ultimate form of heat and light? This ceaseless emission is not caused by chemical changes. No alteration in the activity of radioactive substances is produced by extremes in heat or cold. Radioactivity seems to be as inherent a property of the atom of radioactive substances as is weight itself. The change, whatever it may be, which is responsible for the expulsion of the various particles must involve a change in the nature of the atom itself.

Professor Rutherford in writing upon this subject, says:

"The evidence, as a whole, is strongly against the theory that the energy is borrowed from external sources and, unless a number of improbable assumptions are made, such a theory is quite inadequate to explain the experimental facts. On the other hand, the disintegration theory, advanced by Rutherford and Soddy, not only offers a satisfactory explanation of the origin of the energy emitted by the radio-elements, but also accounts for the succession of radioactive bodies. On this theory, a definite, small proportion of the atoms of radioactive matter every second become unstable and break up with explosive violence. \* \* \* \* \* The energy radiated is, on this view, derived at the expense of the internal energy of the radio-atoms themselves."\*

In a paragraph entitled "The Disintegration of the Atom of Radioactive Substances." Professor Millikan writes:

"Discoveries seem to prove conclusively that the atoms of radioactive substances are slowly undergoing a process of disintegration, this disintegration being indicated, first by the fact that there is a continuous projection from them of particles of matter, the alpha and beta rays; and second, by the fact that we are able to detect the presence of new and unstable types of matter accompanying the phenomena of radioactivity. But just why these atoms are disintegrating and just how these new types of matter are formed must of course be largely a matter of speculation. Nevertheless, discovery has gone far enough to enable us to form a reasonably plausible hypoth-

esis as to the probable mechanism of radioactive changes. In presenting this hypothesis the first remarkable fact to be noted is that the three permanently radioactive substances thus far discovered, namely uranium, thorium and radium are the substances whose atoms are the three heaviest atoms known. Thus the atomic weight of uranium is 240, that of thorium 232, that of radium 225, or, according to recent spectroscopic test, 256. There is no other property in which these three substances are alike. In their chemical characteristics they are extremely different. Now, according to our modern mechanical theory of heat, the atoms of all substances are in extremely rapid rotation. It appears therefore that these rapidly rotating systems of heavy atoms not infrequently become unstable and project off a part of their Those particles which are projected first are found to be the alpha particles, and the process of projecting the alpha is the first stage of radioactivity. The mass which is left behind, the uranium X, the thorium X or the emanation, according as the original atom was uranium, thorium or radium, is itself unstable and projects still other particles. The remainder, at least in the case of thorium and radium, is still unstable and another particle is projected. Thus we are able to follow the disintegration of the atoms through four or five successive stages.\*

The life history of these substances is tabulated as follows:

Uranium.
Uranium X.
Final Product.

Thorium.
Thorium X.

Thorium ...... Thorium Emanation.

Matter Exciting Activity.

Final Product.

Radium. Radium Emanation.

Radium..... Matter Exciting Activity.
Final Product.

It was the dream of the alchemists of old to convert the baser into the rarer and more valuable elements, particularly gold. Today the transmutation of elements, while not of the specific form searched for by these men of long ago, has actually taken place. In experiments performed by Rutherford and Soddy and later confirmed by

<sup>\*</sup> Recent Discoveries in Radiation and Their Significance. Popular Science Monthly, April, 1904.



<sup>\*</sup>Present Problems of Radio-activity, Popular Science Monthly, May, 1905.

Sir William Ramsay, the emanation from radium, which was of the nature of a heavy gas, entirely vanished in the course of a month giving rise to the final product, *helium*. Helium is gaseous in nature and satisfies the court of last appeal, that of spectrum analysis, as to its being an element.

Mr. Rutherford made bold to prophesy that helium, since found only in connection with radioactive minerals, would be found one day to be one of the ultimate products of the disintegration of the radioactive elements. He writes upon this point the following:

"It is very remarkable that the gas helium, recently discovered by Sir William Ramsay, is only found in radioactive minerals. For this and other reasons it was suggested two years ago, by Mr. Soddy and myself, that helium might be a disintegration product of the radioactive elements. A few months ago this suggestion could not have been considered more than a justifiable speculation, which might possibly be put to proof in the next decade. But the progress of science is so rapid and its methods so powerful that it seems as if this question were answered in the affirmative to-day. Sir William Ramsay and Mr. Soddy have recently found that helium is present in the gases liberated by solution in water of a small quantity of pure radium bromide. The quantity of helium present was very small, but was sufficient to show clearly the characteristic spectrum of this gas. When the emanation was collected in a small vacuum tube and an electric discharge passed through it, a spectroscopic examination revealed some new bright lines which they considered were due to the emanation. In addition the spectrum of helium made its appearance and increased in brightness for several days. remarkable result indicates that helium is a true disintegration product of the radium emanation."\*

Since helium appears to be the final component in the disintegration of radioactive substances, it is probable that the views and calculations of scientists as to the lengths of existence of the sun and of the earth must be changed. Whatever view may be taken of the problem of the age of the earth, there can be no doubt that the discovery of the distribution of radioactive matter in the earth throws grave light on the validity of these calculations based on the assumption that it is a simple cooling body and tends to show that the present internal heat will be maintained for a much longer interval than was at first supposed.

The experiments of the last ten years have marked a wonderful advance in science in that they have proved the existence of an immense store of subatomic energy. Even if radium and radioactive substances never find a practical application they will have served their end in enlarging man's knowledge and in deepening his insight into the nature and constitution of matter.

# POETRY FOR CHILDREN

MAE E. SCHREIBER

Poetry is the language of emotion.

We should read poetry to feel more.

The story poems appeal to the emotions.

A man is a better man for reading poetry. All reading should be for the joy and

pleasure that there is in it.

The folklore poems have in them some

of the deepest philosophy of the day.

Some think that you can teach patriot-

ism by sitting down and thinking about it.

When there are two poems equally good
I always pick out the one that is more

musical.

I know of no way that will tend to make a child hate poetry than to make him tear it to pieces in studying it.

I've heard literary men say that Robert Louis Stevenson's poems were not poetry, that they were just doggerel; but Oh, how the children love them!

I'll read a poem to the children today that will make them cry, next day a poem that will make them laugh, then I will read a poem that will make them hate, and then a poem that will make them bend this hate a little so as to hate the right things.

<sup>\*</sup>The Disintegration of Radioactive Elements. Harper's Monthly, January, 1905.

# PLAIN TALKS ON FREE HAND PERSPECTIVE

THEODORE C. HAILES, DRAWING MASTER, ALBANY, N. Y. PUBLIC SCHOOLS

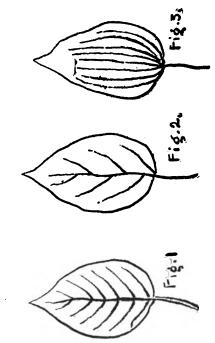
Number I.

TO make a free hand representation of a simple object seems to be a most difficult task for the ordinary person whether child or adult. It certainly is a bugbear in the schoolroom and something must be done to improve conditions in the matter. hand perspective or drawing directly from the object depends on several things.—observation, concentration and manual dexterity. The first necessary condition is that the child is wide awake and interested in what he is doing. In order that the pupil shall be in such a desirable state of mind, it is quite necessary that the teacher herself shall work with the proper spirit and in the proper mood. You cannot expect your pupils to enthuse when you work in a listless and mechanical manner. Generally then, the first cause of failure is due to the lack of proper presentation on the part of the teacher. This unfortunate condition is caused by lack of confidence of the teacher in her ability to make the drawing herself.

It goes without saying that a teacher who possesses the executive ability to draw well is better equipped for good work than the one who cannot or will not draw, but I claim that drawing can be well taught by a person who has no executive ability.

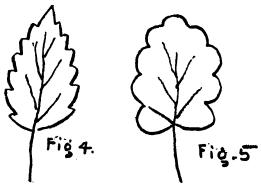
One day I went into a second-year class and asked the teacher if I might give her class an object lesson in drawing. Of course she was glad to accommodate me; so I sat on the corner of one of the front desks and had a heart to heart talk with the little ones. The talk ended with a solemn promise on their part that they would carefully look at and study the object which I was about to give them and faithfully draw just what they saw and no more. Well, I gave them each a simple leaf like fig. I and they went to work with great earnestness. I thoroughly believe they were all honest and exceedingly desirous of pleasing me, but what

was the result? Out of a class of fifty, twenty-seven got it nearly right. Ten drew fig. 2. Five drew fig. 3. Seven drew fig. 4, and one drew fig. 5. I examined the drawings and drew the five varieties on the blackboard. Then we criticised the work. They all saw a leaf. They all saw ribs and a stem. Ten thought they saw the ribs alternating instead of being arranged in pairs. Five thought they saw the ribs all



springing from the base of the leaf. Seven thought they saw a toothed margin and one thought he saw a crenate margin. Five minutes after we began to criticise the work, twenty-three children saw their errors and wanted to draw again. The twenty-three who failed were not naughty, disobedient children. They were not stupid nor clumsy. As I have said before, they were all eager to please me and were all friends of mine. Then what was the trouble? They simply had not acquired the habit of con-

centrating their thoughts and vision on their work. They had not learned to observe details. I did not bluster nor scold but really, some of those little folks looked sorry, so I gave them another chance, but with a different model, and the work of every one was satisfactory—why? Because they were all wide awake and on the alert. We parted better friends than ever and as I said good afternoon to the erstwhile discouraged teacher who had informed me in the beginning that she had the



most stupid class she ever saw, I observed a new light on her face.

The good work must be done away down in the lowest grades. There is where habits are formed. I am fully aware that the majority of teachers is made up of mortals

who have little to spur them on to enthusiasm besides their love of profession, but if you don't enthuse you will be miserable and your work will be drudgery, and certainly you cannot expect an advance in your salary.

What has all that got to do with drawing from the object? Everything. Get interested yourself. Impart your enthusiasm to your pupils and you are bound to succeed. When you place a model before your pupils do not tell them what they see. Let them look and tell you with their pencil. There is infinitely more merit in earning a dollar than in having one given to you. Let the children make errors if they will and then show them where they are wrong.

A perspective drawing is one that represents distance forward or backward as well as up and down, and right and left. It is a drawing that represents distance in.

In the drawing of the leaf there were but two dimensions to represent. So there was no perspective. If the leaf had been curled over or bent there would have been three dimensions to represent. Quite a different affair I can assure you.

In my next communication I will endeavor to clearly define perspective and explain the fundamental laws governing it.

### LIFE'S MIRROR.

NADELINE S. BRIDGES.

There are loyal hearts, there are spirits brave,
There are souls that are pure and true;
Then give to the world the best you have,
And the best shall come back to you.

Give love, and love to your heart will flow, A strength in your utmost need; Have faith and a score of hearts will show... Their faith in your word and deed.

For life is the mirror of king and slave,
'Tis just what you are and do;
Then give to the world the best you have
And the best will come back to you.

# OUTLINES OF ENGLISH MASTERPIECES

BLMER JAMES BAILEY, UTICA, N. Y.

# THE SIR ROGER DE COVERLEY PAPERS

N making the following outline, the compiler has disregarded the order of the papers as they originally appeared. By bringing together those papers which are connected in subject matter, he has found that his pupils retain a more vivid idea of the old knight, his friends, and their ways and opinions. The numbers in parentheses following certain topics are those of the original edition of the Spectator; and they are inserted in the hope that the outline may be used with any of the popular school texts. It must be noted that several of the papers included are not found in some school editions. There is a difference of opinion on the part of editors as to just what selections shall be included in the Sir Roger de Coverley group; and the maker of this outline has followed an edition which tends to retain every paper in which the old knight is even mentioned. Teachers who are using this series of articles must therefore fit the present outline to the text in the hands of their classes.

### I. THE CLUB.

- 1. The spectator himself,
  - (1.) His ancestry, birth and infancy. (1.)
  - (2.) His youth, education and travel. (1.)
  - (3.) His places of resort, and his character as "looker-on." (1.)
  - (4.) His work as editor and writer. (1.)
  - (5.) Some of his experiences and opinions.

    a. A visit to a lady's library. (37.)
    - (a.) Its arrangement.
    - (b.) The books.
    - (c.) Their owner, her reading and its effect.
    - (d.) The spectator's comment.
    - b. The cries of London. (251.)
      - (a.) Their effect upon town and upon country people.
    - (b.) A letter of suggestion.
- 2. The other members, their characteristics and opinions.
  - (1.) The country squire (Sir Roger de Coverley).

- a. A preliminary sketch. (2.)
- b. Some of his opinions.
  - (a.) Men of refinement are often blameworthy. (6.)
  - (b.) Men of trade are often untrustworthy. (114.)
- (2.) The lawyer. (2.)
  - a. His acquaintance with law.
  - b. His acquaintance with literature and the drama.
- (3.) The city merchant (Sir Andrew Freeport). (2.)
- (4.) The retired officer (Captain Sentry). (2.)
  - a. His position and retirement.
  - b. His attractiveness.
- (5.) The gallant (Will Honeycomb).
  - a. His personal appearance. (2.)
  - b. His conversation. (2.)
  - c. His adventures and conquests. (359.)
- (6.) The clergyman. (2.)
- The Club and the Spectator's periodical.
   (34.)
  - (I.) The Club as a help and a check to the editor.
  - (2.) Comments of the members on the paper.
    - a. Approving and dissenting opinions.
    - b. The clergyman's suggestion.
    - c. The future policy of the paper.
- II. A VISIT TO SIR ROGER'S COUNTRY HOME.
  - Sir Roger's invitation and his treatment of his guest.
  - 2. Sir Roger's household.
    - (1.) Sir Roger's servants.
      - a. Their age and devotion. (106 and 107.)
      - b. Their master's benevolence. (107.)
        - (a.) His constant kindness.
        - (b.) His ideas about gifts of clothes.
        - (c.) His generosity in the matter of settlements.
      - c. An instance of gratitude. (106.)
    - (2.) Sir Roger's chaplain. (106.)
      - a. Sir Roger's choice of a chaplain.
      - b. The chaplain's sermons.
  - 3. A Sunday at Sir Roger's. (112.)
    - (1.) The Spectator's comment on keeping Sunday.

- (2.) Sir Roger and his interest in the church.
  - a. His efforts to increase the attendance.
  - b. His conduct during the service.
  - c. The peaceful relation between the chaplain and the knight.
- 4. Guests and neighbors of Sir Roger.
  - (1.) Will Wimble. (108.)
    - a. The self-invited guests.
    - b. His manner of living.
    - c. His welcome and entertainment.
    - d. The Spectator's comment on the lot of younger sons.
  - (2.) The widow.
    - a. Sir Roger's comment on her attractiveness. (113.)
    - b. Sir Roger's love suit.
      - (a.) The first meeting and its effect. (113.)
      - (b.) The first call. (113.)
      - (c.) The Knight's continued regard. (118.)
      - (d.) The impertinence of confidantes. (118.)
      - (e.) An instance of Sir Roger's interest in other lovers.
        (118.)
      - (f.) Sir Roger's philosophic disappointment. (118.)
  - (3.) A self-dissatisfied guest. (114.)
    - a. His bitterness and its cause.
    - b. The Spectator's comments.
      - (a.) The error of pride.
      - (b.) The story of Laertes and Irus.
      - (c.) The folly in shame or fear of poverty.
      - (d.) The possible solution of such difficulties.
  - (4.) A neighboring heir. (123.)
    - a. An instance of bad education.
    - b. The story of Eudoxus and Leontine.
- 5. A visit to Sir Roger's picture gallery. (109.)
  - (1.) Sir Roger's comment on costume.
  - (2.) Some of Sir Roger's ancestors.
    - a. The gentleman of the tilt-yard.
    - b. The three sisters.
    - c. The dandy.
    - d. The saver of the estate.
    - e. The knight of the shire.
- 6. Superstition in the country.
  - (1.) At the Hall. (110.)
    - a. The ghost in the abbey.

- b. The haunted rooms.
- c. The Spectator's comment on ghosts and spectres.
  - (a.) The ancient belief in ghosts.
  - (b.) A story from Josephus.
- (2.) The witch. (117.)
  - a. The Spectator's comment on witchcraft.
  - b. Moll White.
    - (a.) Her appearance and reputaton.
    - (b.) A visit to the witch.
    - (c.) Sir Roger's treatment of the witch.
- (3.) Fortune-telling. (130.)
  - a. The gypsies and the servants.
  - b. Sir Roger's fortune.
  - c. A gypsy story.
- 7. Hunting at Sir Roger's.
  - (1.) The Spectator's comment on physical exercise. (115.)
    - a. Its aid in physical and mental health.
    - b. Kinds of exercise.
      - (a.) Riding.
      - (b.) The dumb-bells.
      - (c.) The wands.
  - (2.) Sir Roger as a hunter.
    - a. His trophies. (115.)
    - b. His reputation as a fox hunter.
      (116.)
    - c. His pack of stop-hounds. (116.)
  - (3.) A hare hunt at Sir Roger's. (116.)
  - (4.) The Spectator's comment on hunting. (116.)
- 8. A dissertation on town and country manners. (119.)
  - (1.) Ease and formality.
  - (2.) Coarseness in conversation.
  - (3.) Dress.
- 9. A day at court. (122.)
  - (1.) A meeting with Tom Touchy.
  - (2.) A court session.
  - (3.) A de Coverley inn.
- 10. Sir Roger and party spirit.
  - (1.) An instance of party bitterness.
    (125.)
  - (2.) The Spectator's dissertation on party spirit.
    - a. The bad effects of party spirit.
      - (a.) Upon the country.
      - (b.) Upon morals.
      - (c.) Upon judgment.
    - b. Special instances of the evil. (125.)
    - c. A proposed solution. (126.)

- (3.) Sir Roger as a party man. (126.) a. In town.
  - b. At home.
- (4.) Instances of party humor at Sir Roger's. (126.)

### III. THE SPECTATOR'S RETURN TO LONDON.

- 1. The month's absence from town. (131.)
- 2. The Spectator's reputation in the country.
  (131.)
- 3. His determination to return to the city. (132.)
- 4. The journey to London. (132.)
  - (1.) His companions on the way.
  - (2.) The soldier, the lady, and the Quaker.
  - (3.) The parting.

### IV. SIR ROGER IN LONDON.

- I. The announcement of his arrival. (269.)
- 2. The conversation in Gray's Inn Walk. (269.)
  - (1.) The meeting.
  - (2.) News from the country.
    - a. The Chaplain.
    - b. Will Wimble.
    - c. Moll White.
    - d. Sir Roger's Christmas celebration.
  - (3.) The Knight's Inquiries.
- 3. A visit to Westminster Abbey.
  - (I.) The preparation for the visit. (329.)
  - (2.) The Knight's comments on various tombs. (329.)
  - (3.) The coronation chair. (329.)
  - (4.) The bust of the bearded man. (331.)
    - a. Sir Roger's comment on beards.b. The Spectator's comment on the
    - same subject.
      - (a.) The beard in foreign countries.
      - (b.) The beard in England.
      - (c.) The effect of introducing the fashion of beards.
- 4. A visit to the play. (335.)
  - (1.) The preparation for the visit.
    - a. The Mohocks.
    - b. The plans for defense.
    - (2.) The Knight's comment on the play.
- 5. A visit to Spring Garden. (383.)
  - (1.) A trip to Vauxhall.
    - a. The boatman.
    - b. Sir Roger's comment on the churches of London.
    - c. His salutations and their effect.
  - (2.) At Spring Garden.
    - a. The walks and the bowers.
    - b. Refreshments and departure.

# V. DEATH OF SIR ROGER DE COVERLEY. (517.)

- I. The announcement of the misfortune.
- 2. Ine butler's letter.
  - (1.) The Knight's death.
  - (2.) The bequests.
  - (3.) The heir.
- 3. The effect upon the Club.

### LOWELL'S VISION OF SIR LAUNFAL

### A. OUTLINE.

- I. Prelude to Part First: Spring.
  - I. the musing organist. (lines 1-8.)
  - 2. General statement of theme. (9-12.)
  - 3. Man and his surroundings.
    - (1.) Nature's appeal to man. (13-20.)
    - (2.) Earth's gifts and their price. (21-28.)
    - (3.) Heaven's gifts and their price. (29-32.)
  - 4. The influence of June.
    - (1.) Upon inanimate life. (33-48.)
    - (2.) Upon the creatures of the air. (49-56.)
    - (3.) Upon the heart of man.
      - a. His sense of personal happiness. (57-62.)
      - b. His sense of Nature's happiness. (63-79.)
      - c. His spiritual change
        - (a.) The return to the natural way of living. (80-85.)
        - (b.) The forgotten past. (86-93.)
    - (4.) The influence of the season upon Sir Launfal. (94 and 95.)

# II. Part First: Sir Launfal's First Adventure.

- The determination of Sir Launfal. (96-108.)
- 2. Sir Launfal's departure.
  - (1.) The castle and its surroundings. (109-127.)
  - (2.) The young knight.
    - a. His appearance. (128-130.)
    - b. His enthusiasm. (140-146.)
  - (3.) The leper, and the gift.
    - a. The leper's appearance, and its effect upon the knight. (147-157.)
    - b. The gift and its refusal. (158 and 159.)
    - c. The leper's message. (160-173.)
- III. Prelude to Part Two: Winter.
  - 1. The winter wind. (174-180.)
  - 2. The brook's palace of ice. (181-210.)

- 3. Christmas at the castle.
  - (1.) The cheer within. (211-224.)
  - (2.) The wanderer without. (225-239.)

### IV. Part Second: Sir Launfal's return.

- I. The winter morning. (240-249.)
- 2. The knight's return.
  - (1.) His appearance. (250-260.)
  - (2.) His musings. (261-272.)
- 3. The leper.
  - (1.) His appearance. (274-279.)
  - (2.) His request and the knight's reply. (273, 280-287.)
  - (3.) The knight's remorse and his kindly deed. (288-301.)
- 4. The vision of the Lord.
  - (1.) The leper transformed. (302-309.)
  - (2.) The message of the vision. (310-327.)
- 5. The awakened knight and his armouncement. (328-333.)
- 6. The hospitality of the castle. (334-347.)

### B. QUESTIONS AND TOPICS.

- I. What is the first attitude of the organist towards his music; and what awakens him to a greater interest?
- 2. Give in the exact words of the poem Lowell's general statement of his theme (lines 9-12); and contrast this theme with that of Wordsworth's "Ode on Immortality."
- 3. In what five ways does nature chide the heart of man?
- 4. In buying of earth what do we receive, what is their value and what do we pay?
- 5. Answer the same questions with reference to what we receive from heaven.
- 6. Show the influence of the springtime in awakening happiness in nature and in the heart of man.
- 7. Show also how it appeals to man's spiritual nature, and counteracts the trouble and evil of the past.
- 8. Show how the season roused Sir Launfal from his forgetfulness; and give in substance the announcement with which he renewed his old determination.
- 9. Describe the castle and its surroundings. The symbolism of this passage may be explained.
- 10. Give an account of Sir Launfal's first adventure dwelling somewhat upon the appearance of the knight and of the leper, and presenting in full the episode of the rejected gold.

- 11. Of what truth are lines 160 to 173 a poetic statement?
- 12. Describe minutely the palace built by the brook.
- 13. Contrast the cheer within the castle and the inhospitality without.
- 14. Describe Sir Launfal's second meeting with the leper, touching upon the knight's desolation, his willingness to help the leper, his repentance, and his kindly deed.
- 15. Describe the miracle which took place, and give in full the message of the vision.
- 16. Show how Sir Launfal profited by his vision both in thought and in deed.
- 17. Give contrasting descriptions of a day in spring and a day in winter, drawing material from the two preludes. Additional details may be found in Part One, sections 2 and 4, and in Part Two, section 1.
- 18. Give contrasting pictures of the castle before and after Sir Launfal's dream.
- 19. Give contrasting descriptions of Sir Launfal as a youth and as an old man.
- 20. Give contrasting descriptions of the leper before and after his transformation.
- 21. Give contrasting pictures of the youthful knight and the loathsome leper.
- 22. Show how the first eight lines have a vital connection with the form and development of the poem.
- 23. Show how the story of Sir Launfal is a special instance of the general theme given in lines 9 to 12.
- 24. Develop into a paragraph the topic "A Summer's Siege," drawing material from the two parts of the poem.
- 25. Discuss the particular phase of chivalry presented in the poem.
  - 26. What is the legend of the Grail.
- 27. What other English authors have treated the same story, and in what works is their presentation of the legend found?
- 28. Explain the biblical references in lines 12, 280-287, 306-309, 318-327.
- 29. Find in each of the four parts of the poem five examples of simile and five examples of metaphor.
- 30. Find examples of personification of antithesis, of interrogation, of alliteration.
- 31. Explain the figures in lines 4, 7 and 8, 27 and 28, 35 and 36, 46, 49-52, 57-60, 77-79, 90-93, 114 and 115, 122-127, 132-139, 185 and 186, 212, 215-224, 233, 238, 242 and 243, 246-249, 269-272, 276-279. (This list is not exhaustive.)

- 32. What is the meaning of lines 167-169, 172, 184, 196, 210, 213, 234, 238, 255.
- 33. What passages in the poem imply that Lowell like Wordsworth ascribed a separate conscious life to nature?
- 34. Explain fully lines 13-20, show how the method of communication ascribed to each manifestation of nature is poetically appropriate.
- 35. Comment upon the use of the following words; Druid (line 17), illumined (51), deluge (52), dumb (53), nice (56), sulphurous (91), surly (127), maiden (131, 138), elfin (210), corbel (213), piers (238), rain-blanched (276).
  - 36. Elaborate lines 264-272 into a narrative.
- 37. In just what way is it true that Sir Launfal can be said to have found the Grail in his castle?

# WHAT THE CHILD SHOULD KNOW OF GEOGRAPHY AT THE END OF HIS EIGHTH GRADE

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pLACE. Geography is pre-eminently a place study. Place involves direction and distance. The child should know the use of the terms right, left, nearer, and farther. He should know how to determine actual directions by the aid of noon shadows, the North Star, and the mariner's compass; and to determine represented directions by the aid of parallels and meridians. should know how to determine actual distances in units of linear measure, and represented distances in units of angular measure, which units he should readily translate into more familiar units of linear measure. He should know that a line drawn longitudin. ally through the center of a noon shadow is a part of the meridian of the object that casts the shadow; that a line drawn at right angles to the meridian and through the center of the base of the object casting the shadow is a part of the parallel of that object; and that the exact number of this parallel may be known by determining the height (in degrees) of the North Star above the horizon as seen by an observer on this parallel. He should be able to estimate distances in units of time, according to the means of travel, whether express train, trolley car, carriage, steamship, etc. He should be able to make a practical use of his place knowledge, when occasion requires, by giving and receiving clear and exact information regarding the location of streets, roads, and buildings of his neigh-

borhood; the location of the towns of his county; the counties of his state; the states of his country; and the principal countries of the world. He should know the location of the cities of his state, of the great cities of the world, of important land and water forms, and of the noted pleasure and health resorts, and for what these resorts are noted.

### **GOVERNMENT**

The child early learns that he is under the control and protection of governmentgovernment of home, school, and society. He learns that the boundaries of his district are political boundaries, and that certain district officers control the district schools. A knowledge of municipal and town government follows; and later, a knowledge of state and national control. The child should know that public highways and bridges are constructed and maintained by government; that canals, chartered corporations, penal institutions, boards of health, and public charities are under governmental control. He should know that his government constructs, maintains, and controls the harbors, harbor lights, breakwaters, life-saving stations, weather bureaus, custom houses, and post offices of his country, and he should know the relation which all these bear to the commerce of his country. He should know the various kinds of national governments, and that that government is the best government that is "of the people, by the people, and for the people."

#### EARTH FORMS

The earth is composed of land, water, and atmosphere. Each of these earth elements contains portions of the other two. Each is influenced by the others. All are necessary for the existence of plant, animal, and Hence the child should know the hills and meadows, the streams and ponds, and the atmospheric phenomena of his neighborhood. He should know the relation of hill and meadow to the run-off, to ground water, and to evaporation; he should know the relation of the streams and ponds to drainage: the relation of winds to rainfall, and of rainfall to vegetation. He should know what soil is, how to tell the different kinds of soil, and the relative capacity each kind of soil has for heat and moisture. He should know what soil is best adapted for each crop raised in the near-by fields, the time of sowing and harvesting, and the use made of each crop. He should know the relation of local relief to the use of farming implements and machines, as well as to the different modes of transportation. He should understand map representation of relief, drainage, soil, rainfall, temperature, land and water transportation winds. routes, latitude and longitude. From given data he should be able to make intelligent deductions regarding the industries of a given place,

#### THE THREE KINGDOMS OF MATTER.

The child should know that all matter can be grouped under three heads, namely; animal, vegetable, and mineral. He should be able to catalogue under these three heads all substances with which he comes in contact. He should know from what kingdom each article of his food comes, each article of his dress, of the furniture of his room, and each part of the house that shelters him from the weather. He should know the relation of each kingdom to each of the others.

#### THE EARTH AS A PLANET.

The child should know the shape of the earth, the size, the motions, and its relation to the sun and moon. While none of this is geography, it all has a direct bearing on geography. He should know of what the surface of the earth is composed, the relative amounts of land and water, and what the effect upon life would be if these relative amounts should be greatly changed.

#### COMMERCE.

The child early learns that if he prefers a ball to the knife he owns, and his playfellow prefers a knife to the ball which he owns, that each may satisfy his want by making an exchange. Or the child may have a handful of marbles but no top; his playfellow may have two tops but no marbles; an exchange of a part of the marbles for one of the tops will satisfy a want of each.

He knows that farm produce is taken to the city and exchanged for sugar, coffee, cotton cloth, nails, etc.; that strawberries are exchanged for bananas, and apples for oranges.

He should know why rice is not grown in New York, cotton in Illinois, and wheat in Florida. He should know the importance of these products, the conditions which favor their growth, and the great demand for them; and that where they can be grown successfully there they will be grown. He should know that only a comparatively small area of the continents is adapted for the growth of each, and that each product is needed throughout the extent of every continent; hence the need of extensive cultivation, and of means of communication and transportation.

He should know that the increase in population and the advancement in civilization demand a greater quantity and better quality of food and shelter materials; that the demand calls for improved machines; and that improved machines and manufac-

ture calls for the exercise of inventive power and skilled labor.

The child should know what states of his own country and what countries of the world lead in the principal productions of food and shelter commodities. He should know where the great centers of industry are and why they are there. He should know where are the great shipping and receiving ports, where are the great commercial routes on land and on sea. He should know what irrigation is and its use, from his own kitchen garden to the great systems of the West, of India, and of Egypt. He should know the relation of irrigation to commerce.

#### SOURCES OF INFORMATION.

The child should know the use of his textbook on geography: the use of the pictures, the diagrams, the various kinds of maps (not political only), the text, and the pronouncing vocabulary. He should know the use of the gazetteer, the dictionary, the encyclopædia, the topical index of standard works of reference, and the card catalogue of his school library. He should know how to use these sources of information that he may read the daily paper and current literature with interest and with profit. The intelligent use of sources of information should develop the reading habit, and make the study of geography lifelong.-Journal of Geography.

#### ASSIGNING LESSONS

I observe a great difference in the way in which different teachers assign the lesson for the next recitation. Some merely say, "Go on to page a." There may be cases in which this is all right, but they are rare. In order that a lesson be well assigned, it must in the first place, be clear. The pupil should never have any excuse for saying, "I did not know what you wanted." Then it is very important that it be of the right length; it works badly to have a lesson so short as not to tax the pupil's powers. On

the other hand, it is perhaps, quite as bad to have the lesson so long as to produce superficial work, or discouragement. The length must be adapted to the average of the class,—not to the brightest, nor to the dullest. Four things require consideration in determining the length of the lesson, viz., the capacity and previous preparation of the pupils; the difficulty of the subject; the time for study; and the physical condition of the class. The physical condition will be modified by the general health of the school, the weather, and the time in the term.

Again, in almost every lesson there are some things to be specially emphasized. Let them be indicated when the lesson is assigned. There may be some things which the pupils will probably find it difficult to understand. Now, I do not believe that it is wise for the teacher to attempt the explanation of all these difficulties beforehand. Let the pupil solve his own problems as far as possible. But it may be well for the teacher to give some hints, or make some suggestions, which will aid in their solution.

It will often happen that the pupil can profitably consult some additional authority besides his text-books. Let the teacher direct him to book and page, when the lesson is assigned. It is evident, then, that a teacher is not prepared to assign a lesson well, if he gives it no thought except in the hurry and distraction of the school-room work. He should prepare himself by previous, careful thought, in the quiet of his own study.—School and Home Education.

#### MEMORY GEMS

Success is readiness for occasion.—Channing. In the long run men hit only what they aim at.—Thoreau.

Do all the good you can, and make as little fuss as possible about it.—Dickens.

The grand essentials of life are something to do, something to love, and something to hope for.—T. Chalmers.

Merit does not consist in gaining this or that position, but in being competent to fill any.—
Lows Depret.

#### OUTLINE OF FIRST GRADE WORK

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This outline contains abundant suggestions of material and occupations from which teachers should select such as they can readily follow.

Do not try to follow them all.

Do what you can do well.

Throughout the year use stories and poems as suggested in the course of study and the graded list, suitable for the season and correlating with other work.

#### September—Family Life.

General Theme.—Child's interest in things about him. Home activities leading to a comprehension of the following:

Underlying Principle.—Right relationships. Relations with other living beings. Mutual helpfulness essential for happiness.

FAMILY LIFE. Families—Home of children. Homes adapted to occupants. Experiences of home life. Family relationships.

NATURE. Other homes and families, as: Animals, insects, birds, bees, plants.

#### October-Individual Functions.

In the Home—The contribution of father; his occupation.

Mother; her duties in the home.

Brothers and sisters; their daily interests.

The Analogy of Nature.—The preparation for future life as observed in the care and preparation for the long winter rest.

Leaves—Fall changes, the falling leaves. Buds—How formed, how protected.

Flowers—Their functions.

Seeds—Story of seeds, their many ways of travel.

Edible Fruits—Where and how they grow, use to nature and to man.

Note—Classify fruits under main type forms for comparison and discrimination.

Caterpillars—Color, movements, where found, food. *Cocoons:* How made, when, where. Transformation into the butterfly. Birds—Migration.

#### November-Harvest: Thanksgiving.

General Theme.—Child's growing interest in activities about him. Winter preparation in family and in nature. Place of individual. Result of universal labor.

Underlying Principle—Relation of family to civil society. Interdependence of nature and man. Thankfulness.

#### WORK ON THE FARM.

Grain—Kinds, who planted them, when, how, for what? Who grinds them, where, into what? (Story from seed to loaf.)

Vegetables—Gathered and distributed for winter.

Fruits—Gathered and distributed for winter.

Squirrel—Covering, movements, food, habits, homework.

#### PREPARATION FOR THANKSGIVING

The First Thanksgiving—Things for which to be thankful.

Thanksgiving celebration.

Indian Life—Hiawatha or Docas

#### December-Christmas: Doing and Giving.

General Theme—Children's interest in the home as the center of social and benevolent activities. In the Christmas holidays. The joy of giving—of loving.

WINTER.—Frost, ice, snow (beauties of nature).

Animal life—example:

Sheep—Covering, movements, food, habits, home.

What the sheep gives.

Santa Claus—His work for others (how we get ready for him, how we can help him).

Our work for others. Love—the measure of our gift.

Story of the First Christmas. Christmas Celebration.

#### January—Co-operation through Industry.

General Theme—The child's interest in the home, in the activities and industries about him. A fuller development of thankfulness and of loving and giving, leading the child through the study of other people, to a sense of kinship with all the world.

Underlying Principle—Relation of family to civil society. Gratitude, protection, interdependence and co-operation.

Time—New Year Seasons, month and days.

Vacation Experiences—Toys, games, etc., what the "New Year" has brought to us.

Trades—New things that have come to us. Where they come from. Busy father who earns the money. Busy mother who cares for the home. Brothers and sisters, what they do for us. Other people that help. Woodworking, knitting, shoemakers, baker, etc.

Eskimo Life—Agoonack. Appearance of the country. Personal appearance of the people. Dress: material; how made. Homes: how built; furniture. Food: how obtained; cooking utensils. Vehicles for travel: how made; how drawn. Occupations: hunting; weapons used. Fishing boats: kinds; how made.

Winter—Nature's Rest. Color; snow and shadows, bare fields, forests. Winter appearance of trees. Observing weather, changes in length of days and nights. Snow crystals, ice.

#### February—Patriotism: Relations with Country.

General Theme—Formation of ideas of patriotism, heroes, birthdays.

Underlying principle.—Our relation to organized society and to state, dependence.

Heroes:—Lincoln. The boy, his home, life, games, occupation, interests, etc. Industrious. ambitious, to what he attained, etc.

Washington—The boy, his home life, games, occupations and interests. The soldier and captain.

Other Brave Men—Policemen. Firemen. Brave children.

Longfellow—The children's poet.

St. Valentine's Day—Story of the Good Saint. Messengers of love. Postman.

Pigeon and Canary—Compare as to home life, habits, uses, etc.

Observing Weather—Longer days and shorter nights. Winter observation of trees, etc.

#### March—Beginning of Spring.

General Theme—Forces of Nature, children's interests in the activities of nature as related to the home. Our dependence upon these. Wind, direction.

Underlying Principle.—Unseen power behind all things. Weather vane and points of compass.

Wind—North, east, south and west wind. What each brings. Things dependent upon wind; sail boats, wind mills, kites, etc. What the wind does, effect upon nature, etc.

Water—Things dependent upon water. How utilized by man; water wheels, mills, navigation, etc.

Sun-Heat-Melting of ice and snow.

Maple Trees—Observe coming changes. Sap flowing, sugar.

Lily Bulbs—Plant and observe Chinese lily bulbs.

Pussy Willows-Where grow, use.

#### April—Spring Awakening of Life in Nature.

General Theme.—Children's interest in the activities of nature as related to the home. Patience, waiting for results, continuity of development. Easter.

Underlying Principle.—Right use of opportunities, reverence.

Easter—Awakening of nature. Lead pupils to see and feel the power of the spring awakening in a few of its many expressions.

Lily Bulbs-

Budding of the Trees—Observe and compare opening of buds, flowering, etc.

Cocoons—Butterflies, moths.

Return of the Birds—Seeking a place for homes, nests, how and where dwell, etc.

Chickens and Ducks—Food, habits, family life and care for young, etc.,

Rain—Spring showers. Observe work of rain. "Spring house cleaning."

Spring Flowers—Trips to the woods and fields.

Gardening-At home and at school.

#### May-Life in Nature-Growth.

General Theme.—All nature is active. Freedom. Self activity. Development. Nature's expression for our benefit and pleasure.

Gardening—At home and at school.

The Farm—Work on the farm as related to all life. The home, etc.

Flowers—Trips to the fields to gather flowers; where they grow, how they grow, color, etc.

Bees—Ants, fishes and frogs observed as to development. Where found. Activity, industry, etc.

Memorial Day-

#### June-Beauty in Nature.

General Theme.—Summer changes in the home. Preparing for vacation. Growth and beauty in environment.

Underlying Principle.—Universal relationship. Love and care of flowers, birds and other animals and for each other.

CHANGES IN THE HOME:-

Clothing—Why needed, what they are.

Food—How different in summer from winter. Classification.

Changes in Light and Heat—Why more light and heat. How these are used. How we protect ourselves from them.

PREPARATION FOR VACATION:

Flowers, verdure, cloud, sky, rainbow, sunshine. Excursions, means of travel, locomotives, boats, trolley cars.

"Everything is unity; everything rests upon, strives for and returns to unity."— FROEBEL.

#### BOOK REVIEW FOR THE GRADES

Each child chooses some book he has read.

Teacher places the following outline on the board.

Title of book.

Author.

Hero.

Principal characters.

Minor characters.

Short review of story.

Estimate of book.

Do you like the book, the ending?

If not, why?

How would you have it end?

Which one of the characters in the book seems to have most manhood, most womanhood?

Do you desire to own this book? Do you wish to re-read it?

#### THE COMPOSITION

THE work in composition begins with familiarizing the pupil with the several steps usually taken by the trained writer: First, to choose a subject in which he is interested and about which he can say something. Second, to limit it,—that is, to narrow it down to some specific phase that comes within the range of his knowledge. Third, to gather material. Fourth, to select from the material gathered that which comes directly under his subject. Fifth, to arrange the selected material in the most effective order. After the pupil has taken up the study of the long theme there may be added a sixth step, that of roughly blocking out the arranged material into paragraphs; but for the first year, at least, the work had best be restricted to the single paragraph.

October strews the woodland o'er,
With many a brilliant color;
The world is brighter than before,
Why should our hearts grow duller.
—Selected.

#### Best to Be Found

SAY nothing, do nothing, that will lessen the self-reliance of your pupils. Show them how and where to find things, but make them find and do them. They learn best by doing.

BE FIRM. Some teachers don't know the difference between being firm and being domineering. You can be firm without wearing frowns or looking daggers. You must be firm; you must mix firmness with kindness, or give way to one who can.

A young lady who teaches school less than a thousand miles from Malone has a perfect dread of contagious diseases. Recently she sent one of the children home because the child's mother was ill. The next day the little girl came back to school, and, with her finger in her mouth and her hood swinging by the strings, slowly approached the teacher and said: "We've got a baby at our house, but mamma says I shall tell you it ain't catching."

How many history teachers use the fine political cartoons with which to test pupils' knowledge of current history, arouse interest, give relaxation, and occasional opportunity for a hearty laugh with pupils? "Sitting on the lid" and "Keep feet out of the trough" are two meaty expressions recently used by President Roosevelt with telling effect. More boys would stay in school were there more "on earth to-day" teachers in the "smart aleck" grades.— Moderator-Topics.

Make the early associations of a child of such a nature that it will be pleasant in mature life to look back upon them. To do this it is not necessary to surround him

with elegance, but only give him opportunities to enjoy natural existence. Companions, studies, sports, amusements, should all produce a pleasant impression. Impressions acquired first last longest. Even in old age we remember our childhood's joys and sorrows more vividly than our maturer experiences.—Eleanor McCormick.

THERE is oftentimes a lack of sympathy on the part of teachers, for pupils and patrons. A pupil is oftentimes looked upon as a somebody who attends school and must learn his lessons and recite. Surely something more than this is due every pupil. There should be a sympathetic interest in the plans and trials of every boy and girl on the part of the teacher, and this should be aside from the lessons in the text-book. That teacher who sits or stands before his classes and simply asks questions and puts down grades, but who fails to get a peep into the real life of the pupil, is teacher only in name.—Educator-Journal.

THE ART OF RESTING: To understand how to rest is of more importance than to know how to work. The latter can be learned easily; the former it takes years to learn, and some people never learn the art of resting. It is simply a change of scenes and activities. Loafing may not be resting. Sleeping is not always resting. Sitting down for days with nothing to do is not restful. A change is needed to bring into play a different set of faculties and to turn the life into a new channel. The man who works hard finds his best rest in playing hard. The man burdened with care finds relief in something that is active, yet free from responsibility.—American Analyst.

THE CAVITIES: The knowledge of anatomy gained in some of the schools would seem to be quite amazing.

"Name the cavities," said a teacher in one of them to a small boy.

The boy was very round; his body was round; his eyes were round, and his legs were round, and one of them drew up as if by pulley as he screwed his head on his neck and twisted his round mouth to say:

"T-t-the head cavity, the thorax cavity and the borax cavity. The head cavity's what we keep our brains in to think with, an' the thorax cavity's what we keep our lungs in to breathe with, and the borax cavity's what we keep the vowels in, consisting of a, e, i, o, and u, and sometimes w and y."

"LEARNING by heart" was an important feature of the schools thirty years ago. It is no longer considered of so great importance and has been largely discarded, and justly so, like many other features of the system of former discipline. Learning by rote may have a doubtful value as a means of training the memory, but as a means of storing the young mind with concrete examples it is of great educational value. If some of the best literature is firmly fixed in mind it not only serves as a spring for action, but it is a never failing standard by which to try other literature. Good taste in literature leads to what Carlyle terms a reverence for all beauty, order, and goodness in whatever form they may be found.—School and Home Education.

THE young man may have steady habits, faithfulness, and perseverance, but if he lacks capacity, success is not likely to come. And even with all these qualifications he may fail, for circumstances do seem to have much to do in determining the course of many a life. Ulysses S. Grant, for instance, had a strong distaste for a military life, and he went to West Point almost

under compulsion. And when he had finished the course, the army was far from his thoughts and purposes. A professorship in some quiet college was what he wanted. But great events and emergencies came: first the Mexican and then the Civil War,—and Grant became famous. What would have been his lot had there been no war, is a speculative question to be wrestled with by debating societies. The world is full of unexplainable things.

I VERILY believe that fully one-third of the time and energy bestowed upon arithmetic, language, geography, physiology and history is worse than lost. Its result is to encumber the child's mind with a mass of details mostly irrelevant and unimportant. Our courses of study and our text-books for elementary and high schools must be simplified by the elimination of all unnecessary and cumbersome details. The great facts, truths and principles of the subjects constituting these courses must be more thoroughly taught. Thoroughness must take the place of exhaustiveness in our teaching. Fewer things, but those of deeper significance and bearing a more important and vital relation to real life, must take the place of the indiscriminate and heterogeneous mass now crowded into the child's mind.-President W. W. Parsons, Indiana State Normal School.

Many a discouraged young teacher whose school is too much for her and who goes home tired in body and mind to spend an anxious and sometimes a tearful night, could be saved all this distress if a sympathetic principal or supervisor were to spend a half-hour in private conference with her, bringing the results of his experience and his superior wisdom to the reinforcement of the teacher. It is always a good plan to talk things over sympathetically and frankly with the weak teacher.

Of course the private conference may be killing, but it should not be; it is entirely possible to point out faults and at the same time to point out remedies in such a way as to give encouragement rather than discouragement; and this is one of the chief functions of the supervising officer. A hint, a simple suggestion of some new plan, the stimulating of a new interest, the giving a new point of view, accompanied by a kindly interest and encouragement, will frequently make a good teacher of a poor one.

—Moderator-Topics.

THE LEGEND OF THE GLASTONBURY THORN: To-day the streets of Glastonbury show by their names that England was once Catholic. To the south is Magdalene street, to the west. St. Benedict's street. Between the town and the railway station is Wirrall or Weary-all-Hill, where Joseph and his companions seated "all weary" one Christmas long ago. Here it was that the Arimathean missionary planted his pilgrim's staff, which at once took root and put forth branches. Ever after by reason of its origin, it blossomed on the Feast of the Nativ-The Glastonbury Thorn was renowned throughout the Christian world: and the Bristol merchants bore its branches and blossoms to foreign lands. Part of the venerable tree was cut down in the reign of Elizabeth, but the sacrilegious hewer lost his eyesight while engaged in the impious work. Not long ago a paragraph appeared in a daily paper regarding the famous thorn, and the writer of it asserted that one of its offshoots was in full flower then.-Donahue's Magazine.

THE POWER OF COMMAND: How many who read this had a father or a grandfather whose word was law and whose look secured instant obedience? He said but little—not nearly so much as mother, or grandmother; but when he did speak, we children knew he meant business, and we set our

affairs in order accordingly. It is not tyrannical fear that such a man inspires, but the fear of respect and reverence. There is a power in silence, while much speaking often brings disrespect and disobedience. Every observant teacher knows the weakness of much talk in the school-room.

The power of command does not come through words but through that indescribable magnetism of force. The great general is nearly always a man of few words. Silent man of destiny, we call him. And yet how hard it is for teachers to refrain from talking too much in the school-room. Some are even weak enough to parley with unruly pupils. This is a weakness that should be controlled by every man or woman who expects to continue in the school work.—Progressive Teacher.

DR. ARNOLD'S METHOD: In his life of Arnold of Rugby, Dean Stanley speaks thus of his system of teaching:

"His whole method was founded on the principle of awakening the intellect of each individual boy. Hence it was his practice to teach by questioning. As a general rule, he never gave information, except as a kind of reward for an answer, and often withheld it altogether, or checked himself in the very act of uttering it, from a sense that those whom he was addressing had not sufficient interest or sympathy to entitle them to receive it. His explanations were short as possible—enough to dispose of the difficulty, and no more; and his questions were of a kind to call the attention of the boys to the real point of every subject, and to disclose to them the exact boundaries of what they knew or did not know. With regard to younger boys, he said: 'It is a great mistake to think that they can understand all they learn; for God has ordered that, in youth, the memory should act vigorously,independent of the understanding,-whereas a man cannot usually recollect a thing unless he understands it.' But, in proportion to their advance in school, he tried to cultivate in them a habit not only of collecting facts, but of understanding the principles underlying their facts. 'You come here,' he said, 'not to read, but to learn how to read.'"

A New Scripture: For school officers: Seek first of all a good teacher and these things will follow—a school library, a good school house, embellished school grounds, interested pupils, punctual and regular attendance.

And do you ask how you are to know a good teacher? By his works is the best rule to guide you. Did he ever convert a community so that it helped him to establish a school library, build a decent school house, beautify the school grounds? Did he ever interest indifferent parents in the education of their children, did he ever inspire enough interest on the part of the children to cause them to love the school and be punctual and regular in attendance? Did he ever take enough interest in the poor and the illiterate children of the community to secure enough aid to put them all in school? Does he spend his vacation in idleness or does he spend it in sober thoughtfulness and in planning better work for the future? Does he know enough and care enough about universal popular education to enable him to convert opponents of such education?

These are some of the qualifications which any school officer can find out without formal examination of the applicant for the position of teacher. And, unless an applicant have these qualifications, it were better far that he were not elected to teach the children of any community. The education of the children can not wait on the reformation of the teacher.—Southern Education.

Do Teachers Read: J. M. Greenwood, Superintendent of the Kansas Cityschools, is one of the brainiest men and one of the best executive officers at the head of American

schools. When asked, "Do teachers read?" "Teachers don't read. he said: **Teachers** seldom look at anything except text-books. Teachers don't know very much. Teachers don't want to know about anything except the particular thing they happen to be teaching. The narrowing effect of school teaching is something terrible to behold. No, sir, teachers who are in town are not doing hard work at all on their books. They seldom go near the library. Of course there are lots of ambitious ones. But their ambitions are limited to the one or two things they teach. The mind of the teacher does not grow normally. One part of it grows abnormally keen, while the other part dwindles to nothing. Take the woman who teaches English grammar or rhetoric, for instance. She gets to know all the rules so well she can see a rhetorical or grammatical mistake as soon as the page is laid before her eyes. But that is all she can see. She loses her ideas and appreciation. When she reads at all she is absorbed with nothing but doubtful construction. The ordinary teacher acquires a pedantic idea of his own importance by reason of dealing constantly with children. Being constantly superior to those with whom you associate has a bad effect on anyone. It has a bad effect on the teacher. The teacher might learn of other persons who are brighter than himself if he would read, but he doesn't think it necessary to read.

MEDICAL or scientific facts in regard to the nature of alcohol are far less effective in their influence upon boyhood than an appeal which may be made through the boy's admiration of physical prowess and the sentiment of hero worship. One might begin with Samson and point out the coincidence that this mightiest man of the Hebrew record was also a Nazarite, dedicated by vow to total abstinence. In his Samson Agonistes, Milton connects the two characteristics. Hanlon, the champion oars-

man; Weston, the pedestrian, are modern Captain Webb, the champion examples. swimmer, the only man who ever swam the English Channel, was an abstainer, and refused brandy offered as a stimulant in his undertaking. The modern rules for athletic training forbid intoxication. words, "he that striveth for the mastery is temperate in all things," reads like a rule out of a manual for football training, and sound more so when translated into the modern terms of the twentieth century New Testament, where the reading is "all athletes practice self-control in all things." It is one of the best incidental features of athletics that the training rules, based not on moral or pietistic reasons, emphasize the value of abstinence, and the lesson thus inculcated controls not only the members of teams, but permeates the student-body.

Another short circuit to the boy's heart is through his military admirations. There was Havelock, the saintly Christian hero of the Sepoy Rebellion, who organized his regiment into a temperance society at a time when temperance provoked a sneer in the army. Stonewall Jackson said of intoxicating liquors, "I never touch them. I

dread them more than Yankee bullets." A boy will feel that he can afford to fear what Stonewall Jackson feared. Robert E. Lee was an equally notable example. The greatest forced march of history was that of Sir Garnet Wolseley, when at Tel el Kebir he surprised and captured the forces of Arabi Bey. Before the march began Wolseley had every soldier's canteen emptied of intoxicants, so that the most wonderful march of modern times was made by an absolutely sober army. And there is Lord Roberts, whose proclivity on this subject is celebrated in Kipling's line:

"'E's a little down on drink—is Bob's."

For the better endurance of heat through abstinence, there is the thrilling history of David Livingstone and Stanley; for the endurance of cold there is the thrilling exploit of Nansen and his men in the Arctics, who discarded the delusive aid of alcoholic stimulation. The mere teaching of scientific or medical statement as to the deleterious properties of intoxicants would be a dead letter unless the pupil's interest was aroused by illustration and instances appealing to boyish ideals.—Chancellor W. B. Hill, University of Georgia.

#### **EVENING**

LOUISE MORGAN SILL

The sun's long hour of passion has ta'en flight,
The wind is sleeping, and the drowsy flowers
Droop softly. All the little petulant showers
That fret the earth with bitter-sweet delight,
Have fled before the Night's approaching train
In swiftly vanished bubbles of bright rain.

A blur of green and gray the meadow lies,
And the dim patch of woodland, where is heard
The tender calls of a remonstrant bird—
As if she cried to the far Mysteries
To keep her brooding nest, where younglings lay,
Serene and safe until the coming day.

Another wistful sound is in the air
Here, where the brook has dallied all day long.
Now in the vesper changes of its song
It has embodied, too, a patient prayer,
And its mute rocks are altars whence to raise
The old rich choral of its evening praise.

Mayhap on yonder distant evening star
Is heard the hymning of the humble stream:
The bird's appealing murmur in her dream
Is carried by the friendly ether far
From realm to realm, to join the mighty cry
Of all created things to God on high.

How quiet is the air! What spirit hath
Hidden within the shadows, that my feet
Pause in half-fright at what I next may meet
Around the turning of the misty path,—
Some genie of the evening on his round,
Treading before me guiltless of a sound?

Or some sad wanderer seeking here surcease
From life's vexation, lifting up his heart
Until of Evening he becomes a part,
Lost in its primal wonder and its peace.
Ah, may he feel God's hand upon his brow
Blessing and cheering him—as I do now.

-The Outlook.

#### **Editorials**

SAY so. If you appreciate the efforts of another say so. Then he will know that his labor has not been in vain. We were glad to be complimented by some of the readers of our September number and wish to extend our thanks for the kind words that have come to us. that all of our readers found something of interest in the first number of the school year, and that those to follow will prove more helpful. If you like AMERICAN EDU-CATION, we would be pleased to have you tell us and also your friends who are not subscribers. During the present year we wish to increase our circulation by many thousand copies, and if you would like to help us in the work, write and we will explain how you may do so.

#### THE FARMERS AND THE DEPART-MENT OF EDUCATION

THE New York Legislature of last winter appropriated ten thousand dollars for the purpose of providing lectures on educational topics at the Farmers' Institutes to be held during the coming season. The money is to be expended under the direction of the Commissioner of Education who appoints the lecturers and arranges the work.

The progressive farmers of the State are deeply interested in education and desire to make their schools thoroughly up-to-date and so far as possible equal to city schools of the same grade. They will, therefore, lend a willing ear to the suggestions of the specialist sent out by the Department of Education and will, no doubt, incorporate many of such suggestions in new school houses, more attractive grounds and better teachers.

This work should also result in making the farmers better acquainted with the aims of the Department and the Department more familiar with the needs of the rural schools, thus preparing the way for the most intelligent action on the part of both for the advancement of education in the country districts.

#### THE RETIREMENT OF MELVIL DEWRY

THE retirement of Melvil Dewey as State librarian is a distinct loss to the educational interests of New York State. Although his resignation was involuntary, the board of regents concede by their emphatic resolutions, that his services, covering a period of seventeen years, are the occasion of grateful recognition and sincere appreciation. As the founder and director of the library school Dr. Dewey has trained over 1,400 librarians, the majority of whom are now occupying responsible positions. work in connection with this school has made his reputation almost world wide. It has been currently reported that with Dr. Dewey's retirement the library school will be given up by the State or transferred elsewhere. Regent McKelway, however, is responsible for the assurance that the rumor is without foundation in fact.

It is unfortunate that the State of New York should lose the services of an official of such manifest ability, yet it is necessary that the relations of the State library to the other administrative departments should be entirely harmonious. This has not been true for some time and has been due largely to the brusqueness of the State librarian's personality. Some suavity of manner would have been of great help to him. There has been a tendency to believe that Dr. Dewey's resignation is a direct result of the charges made against him last winter by certain residents of New York who complained that as president of the Lake Placid Club, he had discriminated against Hebrews. In this connection Regent McKelway says that Regent Lauterbach's co-operation in

moving the adoption of the commendatory resolutions, is in itself a refutation of the industrious fallacy. Whatever the reasons may have been which have caused his retirement, it is hoped that Dr. Dewey may find a more agreeable environment where he can carry on the work for which he is so eminently fitted.

# EDUCATIONAL WORK IN THE STATE PRISONS

THE Department of Prisons of New York State has just inaugurated an educational movement that bids fair to outrank the indeterminate sentence and parole system as a means of reformation for prisoners. In each of the State prisons there has been appointed a thoroughly competent and progressive head teacher, who in conjunction with Dr. A. C. Hill, of the Department of Education, will organize the work of teaching the prisoners and interesting them in good literature.

It has been conclusively proved that the prison of the old stamp which merely punished the criminal does not aid society by lessening crime. Men will not refrain from wrong-doing for fear of punishment, neither will they reform by means of punishment. Too commonly prisoners make the completion of their term of confinement only the beginning of a new course of crime. The cold severity of the prison life brutalizes them and they go forth from the prison doors with no hope for the better things of life, with no regard for society, with no feeling of sympathy for any living creature. No wonder that they seize the first opportunity to prey upon the society that has refused to sympathize with them in their misery.

The prison of the new type is a reformatory rather than a penal institution. While necessarily detaining the convicts its aim is not to punish, but to form character. Instruction in the skilled trades is given in order to make the convict self-supporting

and to give him an interest in useful work. Military drill and physical instruction are given to increase his self-respect and to assist him in forming habits of obedience. His term of sentence is made dependent on his good behavior and upon his release he is paroled under favorable conditions so that his new battle with life may not be too severe at the outset. Valuable as all of these things are, they are not enough to fulfill their purpose. The prisoner needs the intelligent and moral stimulus of good teachers and good books. With these his field of vision will be broadened, his sympathies and hopes will be aroused and his determination to face the world with honest courage will be strengthened.

The State Department of Prisons is to be highly commended for organizing a work of such far-reaching significance.

#### CONTAGIOUS DISEASES IN SCHOOLS

How to prevent the spread of contagious diseases by the schools is one of the most serious problems that school authorities have to solve. This is especially true in large cities where many hundred children of all sorts and conditions attend the same school. A single pupil afflicted with measles, smallpox or scarlet fever may expose a hundred or more fellow pupils before the disease is discovered or a single cause of infection such as contaminated water may count its victims by scores before being located and removed.

The gravity of the problem is apparent to any one who gives it a moment's consideration. The effect on the school itself is serious enough, but it is little compared to the trouble and anxiety of the parents and the pain and death of the innocent sufferers.

Strange to say, school authorities are slow to take the necessary precautions and usually wait till the contagion breaks out. The only disease-preventing regulation that is enforced with any degree of universality is the one referring to vaccination, and that is one of the least important. Beyond the quarantine enforced by the board of health practically nothing is done to prevent scarlet fever, measles, diphtheria and whoopingcough.

Were the modern methods of disease prevention expensive and difficult to obtain, the inaction of school authorities would be more excusable, but as a matter of fact, the application of a few common sense rules and a few simple devices would work wonders for the health of the schools. We have but to remember that germs are spread mainly by the air and water, that germs cannot endure sunlight and that vigorous children do not easily contract disease, and we have the key to the whole situation.

It follows that a bountiful supply of pure air must be furnished at all times and in all parts of the school building and that foul air must be promptly removed. Every precaution must be taken to prevent dust mingling in the air. A supply of the purest water obtainable should be furnished and wherever possible sanitary fountains should be used. The common drinking cup and the common water pail are relics of primitive days and should be forever banished. Cloak rooms should not be neglected. Too often they are crowded and stuffy and the wraps of the various children hang over

each other in most promiscuous fashion. The air of the cloak room should be just as pure as that of the school room and each child should have an apartment as inviolable as its desk in the school room. Direct sunlight should be freely admitted to every room as long as possible without interfering with the work of the school. When direct sunlight cannot be admitted the largest possible amount of diffused light must be let in.

Children suffering from heavy colds and children who are anæmic and of low vitality should not be allowed to attend school. Health is of more importance than regularity of attendance. In Boston and some other cities medical inspectors are employed to visit the schools regularly or at the call of any principal. These physicians examine all children suffering from physical defects or disease of any kind and advise the teachers concerning them. In case a contagious disease is discovered, the board of health is notified and immediate action is taken. The cost of such inspection is not great, while the benefits are very large. Its general adoption is only a matter of time.

Let nothing be neglected that may contribute to the physical well-being of the child. Without a substantial physical basis we rear in vain an intellectual and moral structure.

#### **AUTUMN LEAVES**

LILLIAN IONE YOUNG

Now a hush is in the air,

Now the fields are brown and bare;

Lightly float upon the breeze

Leaves from flaming forest trees,

For Autumn days are here.

Gleaming streams with scarlet lined,
Barren rocks with garlands twined;

Purple, topaz, brown and red,

Are with matchless grace o'erspread,

While Autumn days are here.

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Uplands, glens, with color dyed, Crowned in splendor, glorified; Far away the wooded heights Shine and gleam like starlit nights,

While Autumn days are here. Can it be that this is death, Is this Summer's dying breath, Wearing a bright smile of bliss, Bidding a farewell like this,

While Autumn days are here?

#### General Education News

Professor Charles Mills Gayley of the University of California has just returned from Europe where he represented the United States as a delegate to the International Congress for the Reproduction of Manuscripts, Coins and Seals, held at Liege, Belgium. Backed by this international congress which placed its emphatic and formal approval on the plan, Professor Gayley proposes to establish at Washington, D. C. an institution from which will be sent to universities all over the world, fac similes of the greatest manuscripts, coins and seals that make up the treasures of European museums, libraries and universities. The money for this unique undertaking will be solicited from American men of wealth who are known to be interested in archaeological research.

Next in importance to the N. E. A. meeting this summer was the National Educational Congress, held at Portland, Oregon, August 28 to September 2. The opening address was delivered by W. T. Harris, United States Commissioner of Education. A. S. Draper, commissioner of education for the state of New York delivered an address on "Unsettled Questions in the Organization and Administration of Schools." Others who addressed the congress are Frank Rigler, state superintendent of schools of Oregon; F. Louis Soldan, city superintendent of schools, St. Louis, Mo.; M. B. Brumbaugh, of the University of Pennsylvania; Prof. H. M. Leipziger, supervisor of lectures in the public schools of the city of New York and President E. A. Bryan of Washington State College.

A movement has been inaugurated in Brooklyn for the school children to raise a fund with which to purchase the frigate Constitution (Old Ironsides), but it is not likely that the government will let the historic relic pass from public to private care.

Connecticut,—The boys and girls who had gardens during the past year at the School of Horticulture, Hartford, held a miniature Agricultural Fair recently. During the afternoon they had a spading and hoeing contest, and prizes were awarded to those who best handled the tools and accomplished the required amount of work in the best manner and shortest time. Prizes were awarded also for the best kept gardens, and the best arranged display of produce, grown and arranged by the boys and girls. These gardens are among the most systematically conducted school gardens in the United States, and the gardeners receive instruction all through the summer. They are taught that the weeds are the enemies of the crop, and they learn to identify them from the crop. Because of this fact one boy whom Director H. D. Hemenway recommended to take charge of a garden in the city, proved himself so much more valuable than the ordinary workman whom the women had been hiring, that he had an opportunity to work all his spare time

and placed in the savings bank to his credit over \$50 at the end of the season.

Kentucky,—The Kentucky Court of Appeals has decided that the reading of the King James version of the Bible in public schools is not within the prohibition of the Constitution on religious freedom. The decision reads, in part, "The Bible is not of itself a sectarian book, and when used merely for reading in public schools, without note or comment by teachers, is not sectarian instruction, nor does the use of the Bible make the school house a house of religious worship."

Ohio.—Dayton has been fortunate in securing as superintendent of schools John W. Carr, who did a valuable work at Anderson, Ind. Supt. Carr is one of the progressive school men and has the interest of teachers thoroughly at heart. He is an earnest advocate of higher salaries and his voice is always heard on that subject at the educational conventions.—Owing to the overcrowded condition of the Cleveland schools temporary quarters have been secured in some of the churches. One whole class found itself without a room, but a tailor in the vicinity of the school vacated his shop so that the children could move in.

Pennsylvania.—The twenty-first annual session of the teachers' institute held at Reading, September 4-8, was one of the most interesting ever given in that city, its success being largely due to the zealous efforts of Supt. Foos and his efficient corps of assistants. An excellent program was arranged including the following instructors: Richard G. Boone, Ph. D., Boston, Mass.; Richard E. Dodge, A. M., Teachers College, Columbia University; Miss Louise Connolly, General Supervisor of Public Schools, Newark, N. J.; W. W. Deatrick, Sc. D., Keystone State Normal School, Kutztown; Miss Amanda E. Stout, Supervisor Intermediate and Grammar Grades, Public Schools, Reading; Miss Mary S. Addams, Supervisor Primary Grades, Public Schools, Reading; Mrs. A. H. Smith, Jr., Former Grade Teacher, Reading; Dr. Clara Shetter Keiser, Reading.—The beneficent workings of the teachers' minimum salary law are just beginto the zealous efforts of Supt. Foos and his the teachers' minimum salary law are just beginning to make themselves manifest, as is shown in the reports filed by County Superintendents at the Department of Public Instruction. Superintendent H. H. Garner, of Dauphin says in his report: "The minimum salary law caused ten of the districts in the county to increase the salaries of the teachers. It has wrought a very healthful change in the rural schools affected by this law. It gives the teachers more compensation for further advancement and an opportunity for the directors of the rural schools to retain them in the same school of the district for more than a year. Teaching has been and is made a stepping stone to something better paying, and will continue as long as the public calls for a low rate of taxation for the schools. The best teachers are not too good for our sons and daughters."

#### DEMUTUALIZATION OF THE N. E. A.

Miss Margaret Haley of Chicago who is opposed to the new scheme of re-incorporating the National Educational Association is out with a statement in which she likens the alleged plan to turn over the association to the National Council, to the methods just now being laid bare by investigation of certain insurance companies. Miss Haley says, "We want the association to remain mutualized. We want it to remain within the control and be administered in the interest of the thousands of teachers who contribute to its income. Public opinion is compelling the mutualization of the great financial institution before noted, but the dominant official faction of the National Educational Association is trying to compel, in the most arbitrary and relentless manner, the demutualization of our organization.

"While our brilliant and honored and democratic president was congratulating the National Educational Association on the ground that it was truly democratic, a true democracy, the managers of that organization had just taken action tending to convert it into an absolute despotism."

Miss Haley maintains that the proposed charter will centralize the government of the association in the National Council, one of the departments of the N. E. A., and a self-perpetuating body, which enjoys its present powers only by courtesy of the board of directors. As a result of absolute control by the council, she is convinced that the permanent fund will be put beyond the reach of the active members and that action by the association to secure better conditions for teachers will be obstructed.

#### THE SALARY QUESTION AT PITTSBURG

The teachers of Pittsburg, Pa., are dissatisfied with the methods of the Central Board of Education which has been making an investigation to determine who are entitled to an increase in salary. Last October the grade teachers petitioned the board to adjust the salary schedule—asking for \$600 minimum per year to \$1,300 maximum—salary to increase at the rate of \$50 per annum until \$1,000 per year be reached; after two years at \$1,000 the teachers requested that the salary of a teacher, proving proficient and skillful in her work, should increase at the rate of \$50 per year until the maximum for the first seven grades reached \$1,200 per annum; the High School teacher to receive \$1,300 per annum. This was refused by the board, and a minimum of \$440 and a maximum of \$060 per year substituted. The method, however, of compelling the teachers to pass severe examinations before getting the increase is objected to and denounced as only another scheme to keep the teachers out of the advance.

An examination was held last April, concerning which the board of trustees of the Teachers' Association has recently issued a statement. One paragraph says: "No criticism is made upon the question propounded as a means of determining the extent of a teacher's knowledge of the theory of teaching and the scope of her professional read-

ing, study and thought, but when the commission decided upon this method of investigation it was its duty to conduct the investigation in as fair a manner as possible and under the most favorable conditions. On the contrary, work requiring, at the lowest calculation, four and one-half hours was demanded in two hours and ten minutes, and in some cases less time, under poor hygienic conditions and with no provision made for the inevitable bad effect physically upon a number of the participants."

The objection of the teachers is not based upon the number who passed the written examination of the Teachers' Salary Commission, but that it has made this written examination, as far as can be ascertained by the applicants, an absolute and final test of a teacher's practical work in the school room. The classification which the teachers expected to require two years to accomplish, the commission attempted in five months.

As many of the examination questions have been considered unreasonable they are presented here for the benefit of those interested in them. About thirty minutes were allowed for each paper.

#### GROUP I.

Describe your ideal school, including teacher and pupil. What is the object of punishment?
What is meant by "Make the punishment suit

the offense?"

From your experience as a teacher give one example that illustrates this principle.

Have you ever heard of any punishments that have violated this principle? How?

What punishments are helpful? What punish-

ments are harmful?

What do you mean by proficiency and skill in teaching?

#### GROUP II.

What relative proportion of attention (time, effort, interest) should be given to bright and to dull pupils?

How do you secure and hold the attention and interest of indifferent, restless or mischievous

pupils?

What is the most important work of the teacher

outside of the school room?

State clearly what you understand by the term culture. By or through what sources obtainable? Show that it is an essential factor in the teacher's equipment. Show that the term has a meaning other than as you have used it. Show that with this meaning it is an essential factor in the teacher's equipment.

#### GROUP III.

What educational magazines do you read? Why do you prefer these? Give a summary of each of two articles that have appeared within the last four months, naming the magazine.

At the November meeting of the Pittsburg Teachers' Institute Miss Harris talked on the subject of reading. Recall her talk and tell wherein you agreed with her and wherein you differed from her. Or, recall either of her other talks, giving a brief review of the same, and tell how the lecture could be of benefit to the teacher.

In speaking before the Forty-second Convoca-

tion of University Teachers of New York State

Whitelaw Reid said:

"First, we must insist that the common schools teach with thoroughness the 'fundamental three.' Their pupils should learn, learn and learn these until they really know them. Until then let us have fewer frills."

Present at least two arguments in favor of his

position. Present two against his position.

Name a number of the subjects which he might denominate as "frills," placing them in the order which you think the best. Give a reason for adding them to the course.

#### GROUP IV.

What is education? What is the history of education?

Give your reason why a teacher should be familiar with this history.

State briefly the difference between medieval

and modern education.

Through whose efforts was the common school system established in Pennsylvania? About what time was it established?

Name five of the leading educators of the present time in the United States. What has each done that entitles him or her to this distinction?

#### GROUP V.

What personal qualities should an ideal teacher possess?

What is the most important work of the teacher

in the school room?

Discuss attention, mentioning:

- (a) The good qualities of a teacher that secure attention.
- (b) The chief defects that cause inattention. (c) A good method of reviving the flagging at-

tention of a class. What do you understand by the "art of ques-

tioning?

The supervisor of primary grades in Brockton,

Mass., says:

"Where one man writes a hundred speak. It is the business of the schools to see that the hundred speak well."

Write all the thoughts that come to you under the expression to "speak well."

Tell what you think should be the object of the Teachers' Institute; hence what should be done by the executive committee to accomplish that object. Give at least three reasons why some teachers dislike to attend institutes. any lecturer at our city institutes during the past two or three years who, in your opinion, benefited the teachers; tell in what way.

Name the local organizations that are educational, pedagogical, or both, in their aim; and tell what you know of each. Suggest any change that you should like to see made in their management

or scope.

What course do you pursue during the school year to relieve the monotony of your school room

work? Give reasons for your selection.

Recall one of your summer vacations; tell where and how you spend it, why you made that selection and in what way (or to what extent) you realized your expectation.

#### AMONG THE COLLEGES

When Smith College was opened September 21, President Seelye announced that Andrew Carnegie had promised the sum of \$125,000 to the college, provided the institution will raise an equal amount, for the erection and maintenance of a biological laboratory. President Seelye also announced that the alumnæ had presented \$5,000 for the enlarging and improving of Cobb House, the new hall for students' rest and recreation. The freshmen class numbers 360, the largest in Smith's history. The total number of students is 1,209.

Prof. George Loveles Amerman, for many years gistrar of the Sheffield Scientific school, Yale, registrar of the Sheffield Scientific school, has resigned on account of ill health, and has been succeeded by Arthur Marvin, principal of the high school at Schenectady, N. Y.

Supt. Wm. E. Chancellor of Paterson, N. J., has been made a member of the New York University School of Pedagogy, which has the honor of being the pioneer training school for teachers.

The new buildings of the College of the City of New York now being erected on the battle-mented cliffs of St. Nicholas terrace, at a cost of \$5,000,000, are said to be the finest structures of the kind in the world. In architecture they are of the imposing collegiate Gothic style, "Tudor Gothic," it is called by experts, similar to that of the famous university buildings of Oxford and Cambridge in England.

President Woodrow Wilson of Princeton University explains in an article written for the Dails Princetonian the workings of the new tutorial system of instruction which goes into effect at the university this fall. The article says in substance that there will be fewer lectures and fewer class room exercises in order to make way for personal conferences between the student and the instructor. The students will be met by their instructors either singly or in groups. When instructors either singly or in groups. When groups are formed they will be made up of men who are found to have substantially the same preliminary training, the same capacity for work and the same tastes and aptitudes in what they undertake. Those who cannot thus be classified or who stand in any special need of individual assistance will be met singly and assisted in the way best suited to them. It is expected that each undergraduate will be assigned, for the work of the department which he chooses, to some one preceptor who will be his guide in all the reading and work of the department, so that the course may be drawn together, so far as he is concerned, into a single body and studied as a related group, rather than singly and separately under different masters. The general theory of the system is that college work ought to be radically different in method from school work; that the men ought not to be allowed to get the impression that they are merely getting up tasks, learning the lectures and ideas of particular instructors, or mastering text books, but should feel that they are reading up great subjects for their own sake. In order to enable them to do this reading intelligently they will be directed by their preceptors to the books which will best acquaint them with the chief matters involved in their several studies.

#### THE SCHOOLS OF NEW YORK STATE

#### GREATER NEW YORK

During the past year it cost Greater New York \$020,624.72 to keep the public schools clean. There are 470 men and women employed as janitors and they employ 1,500 others as firemen and cleaners.

So many girls and young women have applied to enter the evening classes in advanced dress-making and millinery that the board of education will open classes at the Brooklyn Girls' high school and the Williamsburg Evening high school, for girls and women. Every evening high school, also, may have such a class if there is sufficient demand.

City Superintendent Maxwell has made a number of changes in the standing committees of the board of superintendents. Superintendent Stevens, whose whole time is demanded by the high school committee, has been taken off the committee on course of study and the place given to Superintendent Higgins, who is transferred from the high school committee. Superintendent Walsh leaves the committee on school management to take Superintendent Higgins's place on the high school committee while Superintendent Marble has been assigned to the committee on school management.

The university extension classes of the Associate Alumnae of the Normal college reopened this year on the last day of September and the first week in October. The following courses have been arranged: "Concrete Psychology in Its Application to Classroom Teaching," Superintendent Edgar D. Shimer; "Literature The Victorian Poets," Prof. G. C. Odell of Columbia; "United States History and Civics: Period. Revolution—Madison's Administration," by Prof. J. P. Gordv. N. Y. U.; "Water Color Painting," by Miss Virginia Keith, Normal college. The courses cover thirty weeks, and have been accepted by the Normal college faculty and approved by the regents. The fees for each course, except water painting, are \$10 and to non-members \$12. In water painting the fees are \$13 and \$15. Full information can be secured by addressing Miss Anna Hunter, 2079 Fifth avenue, New York city.

Superintendent of Schools Maxwell has signed the charter which for the first time makes a Bachelor of Arts student who follows the ninety-hour course prescribed by the new Roman Catholic Pedagogical College for Women eligible to the city examination for a three years' license to teach in the city schools. The school, which is at Madison avenue and Fifty-first street, will be opened for the first time on October 16. The Pedagogical College will be practically the extension course of the educational department of St. Angelus College at New Rochelle, a woman's college which gives the A. B. degree. The institution is designed chiefly for Catholic teachers in the public schools of New York, although women, irrespective of creed, will be welcome. It is estimated that there are more than a thousand Cathelic women teaching in the city's public schools.

The principals of the public schools of the city have received a circular from the American Museum of Natural History, notifying them that in order to meet the numerous requests from teachers to supply them with nature study material the museum has prepared several small collections of natural history specimens, which will be loaned for short periods to the public schools. These collections are five sets of native birds adapted for grades 1A to 4B (owl, blue jay, robin, bluebird and tanager); insects, mollusks, crabs, starfishes and worms, sponges and corals, minerals and rocks and native woods. Each collection is accompanied by a copy of notes, brief, but in the nature of suggestions to teachers, giving facts on the structure, habits and characteristics of the particular species in the collection. To the notes is appended a bibliography of the subject treated.

#### SUPERINTENDENTS' COUNCIL

The twenty-third annual meeting of the Council of School Superintendents of New York State will be held at Buffalo, October 18-20. The principal address will be delivered by Miss Julia Richman, district superintendent of schools, New York city. The officers are: Clinton S. Marsh, president; S. B. Howe, vice-president; E. G. Lautman, secretary and treasurer.

#### COUNTIES

All readers of American Education are corduly invited to contribute items of interest suitable for publication in this department.

Albany.—Acting upon the recommendation of Mayor Gaus, relative to the congested condition of the High school, the Commissioners of Education directed that work in the sloyd and physical culture departments of the school be suspended for a year in order that the space utilized for this purpose may be used in seating the increased number of pupils that has entered the school this fall.

Broome.—H. B. Jones, formerly principal at Alexandria Bay, is now the first vice principal of the high school at Binghamton, where he is teaching Latin and Science. The high school has a faculty of twenty-three.

Chenango.—Judge George W. Ray, president of the Board of Education, has been notified of the arrival at the port of New York of the classical library of the late Col. E. Porter Pellet of Baranquilla, Colombia, South America, which the colonel before his death gave to the public schools of Norwich, his native town, to be added to the Guernsey Memorial Library. Col. Pellet went to Baranquilla in 1866, serving as U. S. consul most of the time.

Monroe.—For the third consecutive year the same faculty began work at the Honeoye Falls in September. The teachers include Principal, W. G. Clarke; preceptress Miss Edith Bronson, Castile; assistant preceptress, Miss Gertrude Stainton, Perry; grammar department, Miss Edith O. Lewis, Johnsonberg; second intermediate, Miss M. Adelle Light, Hilton; first intermediate, Miss Clara G. Steele, East

Bloomfield; second primary, Miss Erma B. Hewitt, West Bloomfield; first primary, Miss Mary J. Vallance, Fowlerville.—In preparation for the opening of the public and high schools the Board of Education of Rochester sent out a big batch of postal cards telling students of last year and those expecting to enter this fall where to go. The cards directed the pupils to their proper high school, rooms and teachers, and they were of considerable aid in the work of registration.—Rochester is to have daily medical inspection in the schools.

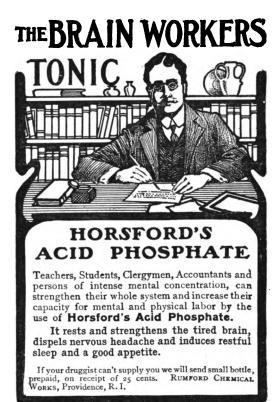
Nassau.—The high school building at Oyster Bay "settled" so perceptibly after the fall term opened, that much excitement was created in the village by the spread of exaggerated reports. It will be necessary to place girders under the upper floors. The building is only three years old and cost over \$40,000.

Oneida.—The new members of the high school faculty at Utica are Archer Faxon, teacher of Latin; Miss Grace Spencer, teacher of history; Miss Jessie Pease, teacher of English, and Miss Jessie Prentis, teacher of mathematics.—The Utica papers speak highly of Supt. Martin G. Benedict and comment favorably on his first report to the school commissioners.

Orange.—By a vote of 47 to 6 the annual meeting at Cornwall-on-Hudson acquired the two-acre lot opposite the present building at a cost of \$2,000. This will furnish an ideal site for a new building to relieve the present crowded one. The salaries of the principal, preceptress, academic assistant, eighth grade and primary teachers have been substantially increased. The new laboratory, 24x28 ft., just completed, makes the science courses especially strong, and is not surpassed by any school in the county. Miss Teresa G. Murray, of Middletown, is the new sixth grade teacher.

Otsego.—Principal Derrick, who has been at the head of the Morris high school for several years, has received the appointment of instructor in Auburn prison, winning the appointment over sixty-four contestants. Prof. H. W. Scott of Milford has become principal of the Morris school. He left a fine record at Milford, both as teacher and citizen.—Mrs. Helen B. Bridge has resigned as teacher of music and criticism at the Oneonta normal school, to accept a position at Potsdam.—J. P. Kinney, ex-principal of the Cooperstown high school, who resigned to go into business, has taken the position at Milford temporarily.—The Gilbertsville Board of Education has elected Mr. Fred C. Miller of Walton, principal of the Gilbertsville high school to take the place of Prof. H. W. Rockwell, who recently resigned to go to Oneonta. Mr. Miller is a graduate of Princeton, class of 1902, and comes to the board with very strong recommendations.

Rensselaer.—The school commissioners of Troy have passed the following resolutions concerning the appointment of teachers in the city schools: Resolved, That on and after October 1, 1905, applicants for positions as teachers in the elementary schools of the city



of Troy, must possess the following qualifications, viz: A. Graduation from the training school or an institution for the professional training of teachers of equal or higher grade. B. Graduation from the Troy High school or from some institution of equal or higher grade. C. A standing of at least 70 per cent. in an examination in the history and principles of education, in the methods of teaching and in school management. Such examination to be given by a board of examiners appointed by this board and to be both oral and written. Resolved, That on and after October 1, 1905, applicants for positions as teachers in the Troy High school must possess the following qualifications: A. Graduation from a college or university or successful experience in teaching academic subjects. B. A standing of at least 70 per cent. in an examination which shall include the history and principles of education, English and the special subject the applicant desires to teach.

St. Lawrence.—Gouverneur held an old home week the last of August, one of the features of which was "educational day." Former students of the old Gouverneur Wesleyan Seminary and high school gathered by hundreds, and participated in the exercises of the day.

Schenectady.—Sixteen teachers have been added to the teaching force of the Schenectady grade schools to relieve the congested conditions. In some of the rooms as many as 60 pupils were under one teacher, and in the first

grade, there were 101 pupils in charge of one teacher, who held two half-day sessions. Superintendent Freeman does not like the method of teaching arithmetic in the local schools. He says the system is too abstract. When he took charge of the schools he found that in many cases children of the higher grades were attending only half-day sessions, while those of the lower grades were kept all day, a condition of affairs which he immediately reversed. The high school is so crowded that an annex is necessary and one of the city churches is being used for a kindergarten room.

· Wayne.—We have received the annual announcement of the Lyons Union School for 1005-6. The principal is William H. Kinney. The school possesses the best public library in Wayne county, having nearly 5,000 well selected volumes and three large rooms equipped for library purposes. Manual training is one of the features of the school, under a special teacher.

#### WITH THE PUBLISHERS.

Ginn and Company's Medial Writing Books have been adopted at Ithaca, N. Y.

A new book by William J. Long is sure to be eagerly received. Ginn & Company announce the publication on September 21 of "Northern Trails," a collection of entirely new stories dealing with animal life in the far North.

Smith's "Primary," "Intermediate," and "Advanced" Arithmetics have been adopted for use, in the schools of New Haven, Conn.

The Mississippi Text-Book Commission has recently adopted for exclusive use for five years Frye's Geographies, "Mother Tongue, Book I," and "Agriculture for Beginners," all published by Ginn & Company.

Miss Sara Cone Bryant's "How to Tell Stories to Children" is an attractive handy-sized book which will be very interesting to all teachers and mothers. Miss Bryant is uncommonly well qualified to explain this art to others by virtue of her long experience as a teller of stories to audiences of young people, and as a lecturer upon methods to their elders.



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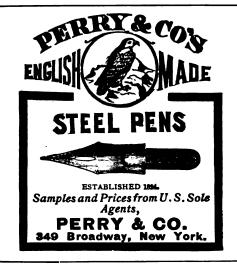
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How Miss Bryant appeals to her hearers is evidenced by one rather unusual experience. Her first professional engagement was with a large club in the suburbs of Boston, by whom she was very happily received. The next season she was engaged again—and also the following. Finally, the club made a practice of voting, at the annual meeting "to have Miss Bryant next year." Other engagements of a similar sort have been in many places in Massachusetts, Rhode Island, Connecticut, New York, and Maryland. In most of these states, too, Miss Bryant has spoken before State Institutes, and Teachers' Clubs.

Chandler & Barber, Boston, Mass., the well known manual training outfitters, have issued recently a catalogue devoted to hammered and enameled metal work. There are also descriptions of engraving and embossing, and leather working tools.

Burges Johnson, author of "Rhymes of Little Boys," announced by T. Y. Crowell & Co. for September publication, was born in Rutland, Vt., in 1877. Since his graduation from Amherst College he has been engaged in editorial work in New York oity. His child rhymes have appeared in several of the leading magazines, and readers will doubtless be glad to know that the collection is now made into book form. He deals with such fruitful boy themes as, "Goin' Barefoot," "Ketchin' Rides," and "Bein' Sick," and he catches and reflects boy nature admirably.

The November table of contents of the Four-Track News gives indication that that number will contain a variety of strong, interesting articles which will make it fully as attractive as its predecessors. The leading article, "Deepsea Fishing," by Bertha H. Smith, will cause the reader to take mental inventory of the time at his disposal, for he will be fired by ambition to become one of the anglers written about; "In Far Australia," by Lida A. Churchill, describes the great island continent; and "The Pearl of the Black Forest," by Grace Isabel Colbron, pictures Baden-Baden, the famous German spa, past and present; the history, utility and scenic beauty of the Government arsenal on Rock Island, are set forth by M. L. Oliver, in "Preparing for War;" and Lawrence H. Tasker takes the reader, in imagination, up through the beautiful Muskoka region of Canada in his "Highlands of Ontario;" "New York's Backbone," by Emma Archer Osborne, tells the story of Broadway's fascination; "Camera Cameos," by Frank Yeigh, shows the contrasts of life in England, and points the way to many attractive, but almost unknown corners of the "little isle;" "The Harlem in History," by L. K. Becker, goes back to the days when steam navigation was undreamed of in New York Harbor; and "The Great American" is the story of Lincoln's rise to fame, by Austin Cook. All these and many more articles go to make up the November number of that valuable magazine of travel and education, the Four-Track News.

Little, Brown, & Co. are bringing out this fall a series of books called Holiday Art Sets, which include masterpieces of literature and choicely illustrated works in sets of two volumes, handy in size and moderate in price, beautifully bound in cloth, gilt, and neatly boxed. These two volume sets are especially desirable for Christmas, wedding, and birthday gifts. The series comprises the following attractive titles: "The Poems of Dante Gabriel Rosetti," with 16 full-page pictures reproduced in half-tone from famous paintings by the author; "Famous Actors and Actresses and Their Homes," by Gustav Kobbé, with over 70 half-tone illustrations; "Little Masterpieces," by Alphonse Daudet, comprising "Letters From My Mill" and "Monday Tales," with 8 photogravure plates; "Old Colonial Scenes and Homes," comprising "Romance and Reality of the Puritan Coast," and "The Pilgrim Shore," with a colored frontispiece and nearly 200 full-page illustrations and vignettes, by Edmund H. Garrett; "Ramona," by Helen Hunt Jackson, with a portrait and 16 full-page half-tone pictures and numerous chapter headings and tail-pieces by Henry Sandham; "Quo Vadis," by Henryk Sienkiewicz, with photogravure frontispieces and 12 full-page pictures in half-tone; "Elizabethan and Victorian Songs," illustrated with photogravure frontispieces, 12 full-page pictures, and numerous vignettes and head and tail-pieces, by Edmund H. Garrett; and "French Painters and Painting," by Philip Gilbert Hamerton, comprising "Contemporary French Painters," and "Painting in France After the Decline of Classicism," with 30 full-page photogravure plates.

Messrs. Maynard, Merrill, & Co., of New York, have just published the first five volumes of Graded Poetry Readers. Two more volumes are to be issued and the completed series of seven volumes will be carefully graded to the first eight years of school work. The first volume includes work for the first two years and each of the succeeding volumes contains work for one year. The selections have been made by Miss Katherine D. Blake, principal Girls' Department, Public School No. 6, New York city, and Miss Georgia Alexander, supervising principal, Indianapolis, Ind. The volumes are uniform in size, ninety-six pages, bound in boards with cloth back, and will be sold separately at 20 cents each. This plan of publication makes it possible to secure at a nominal price a wealth of supplementary reading in poetry for a single grade without the necessity of purchasing at the same time a large amount of matter for other grades.

Every year the mysterious Orient is coming nearer to the Occident. What can the two civilizations learn from each other? Recent events in Manchuria make this question of world-wide interest, particularly to Americans. The Chautauqua course, which as a leading feature always presents some live present-day subject will offer a notable series of articles on "The Spirit of the Orient." The author, Dr. George William Knox, is a gifted scholar (member of the Asiatic Society). Supplementing these articles the Chautauquan will publish "A Reading Journey in China" which will add this curious and puzzling country to the famous Chautauqua Reading Journey series. While

Chautauqua readers are thus tracing the main lines of development of the Oriental peoples, the books of the Classical Year will offer a very unusual opportunity for comparison be-tween the civilization of the East and the civilization of the West. "Italian Cities," by Cecil F. Lavell, staff lecturer on Modern History for the University Extension Society, will show that Italian cities possessed striking individuality; each is typical of some movement which influenced not only Italy but all Europe. Those who go to Italy even in imagination will be grateful to Professors Miller and Kuhns (Chicago and Wesleyan Universities) for their charming volume on Italian masterpieces, entitled "Studies in the Poetry of Italy," which enriched the life of Italy and through her that of the world we know. No Classic Year can be complete, however, without taking us back to the greatest of classical countries—the motherland of Greece. It will be interesting to contrast the "Ideals in Greek Literature" given by Professor Wm. Cranston Lawton (Adelphi College) with those of modern times. In Professor F. B. Tarbell's "History of Greek Att" Art" we are brought very close to the oriental connections of Greece, and learn why we to-day can find nothing more beautiful to adorn our school rooms or homes than reproductions of the works of these old sculptors. At every step in such review of the achievements of Greece and Italy the reader of the Chautauqua course of this Classical Year will be reminded through the Chautauquan series on "Classical Influences in Modern Life" how much our twentieth century owes to them in art and poetry, education and ideals.

#### **BOOK NOTICES**

#### Silver, Burdett & Company, New York

THE ELEMENTS OF GEOMETRY. For High School Work and Preparation for College. By Walter N. Bush, Principal, and John B. Clarke, Department of Mathematics, Polytechnic High School, San Francisco. 367 pp. Illustrated.

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A GERMAN GRAMMAR, by George Theodore Dippold, Ph. D., formerly Professor of Modern Languages in the Massachusetts Institute of Technology.

This book claims the following notable excellences: The early treatment of the verb, thereby giving, as the author says, "a vital force to the whole subject"; the exhaustive treatment of strong verbs, including the six tabular views in the appendix; the practical and unusually satisfactory arrangement of the complicated subject of modal auxiliaries; the comprehensive and accurate treatment of the classification of nouns, including a tabular view of the declensions which is of decided aid to both teacher and pupil; the pedagogically sensible method of treating vocabularies by reference; and, finally, the provision for an unusual amount of German-English translation before much is demanded in the way of translating English into German, although there is sufficient material of the latter sort to satisfy the most conservative teacher.

PUBLIC ELEMENTARY SCHOOL CURRICULA, by Bruce R. Payne, Ph. D., Department of Philosophy and Education, William and Mary College. 200 pp. Just ready.

The pertinence of its aims for all educators is shown in its consideration of such debated questions of present-day education as correlation, formal versus content studies, bureaucratic versus local school administration, ethical and Biblical teaching in the schools, over-crowding of the curriculum, etc.

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Bellvale, N. Y.—Yesterday I accepted the position of principal of the school at Bellvale. Thank you for your help in securing the place. Frank G. Lindsey, Ravena, N. Y. July 22, 1905.

Marietta, Ohio.—I have received word from Dr. Wolfe that I could have the position in Marietta Academy and have replied that I would accept it. Thank you for your efforts. George W. Payne, New York City, July 22, 1905.

Chivington, Colo.—We have employed Miss Stella Stover to teach our school the coming year. Thanks for your assistance in the matter. George E. Towse, Secretary Board of Education,

July 23, 1905.

Troy Conference Academy, Poultney, Vt.—I have telegraphed my acceptance to Dr. Dunton and thank you for your interest in my behalf. I am more than satisfied with the way you have treated me since I joined your agency. Winfield H. Stone, New Brighton, N. Y., July 24, 1905.

Croton Falls, N. Y.—Enclosed find money order for my commission. Accept also my sincere thanks for your efforts in my behalf. Your promptness on all occasions certainly deserves credit. I never miss an opportunity to praise the Albany Agency. Katherine Mulroy, July 25, 1905.

Nashville, Mich.—Enclosed you will find a post office order for the commission due on my position. Thank you for your courteous attention and services in my behalf. Jennie Updyke, Reading, Mich., July 25, 1905.

Dakota, Ill.—We have selected our teacher of mathematics, Latin and Greek and he is L. Nevin Wilson, who was recommended by you. Rev. C. K. Staudt, A. M., July 25, 1905.

Thetford Academy, Thetford, Vt.—From the three men recommended by you for the vice-principalship at Thetford, I have chosen Mr. Martin W. Chaffee. I am grateful for your assistance and shall speak a good word for you whenever I have the opportunity. J. Richmond Childs, July 26, 1905.

Middlebury, Vt.—I have just returned from Middlebury where I have been having a personal interview with the school committee. They decided to offer me the position of assistant in the high school and I have accepted. I want to thank you very much for your assistance in getting this position. Margaret Chase, North Adams, Mass., July 27, 1905.

Union College, Barboursville, Ky.—I inform Miss Sutphen, of Albany, N. Y., by this mail of her election as music teacher in this college. Your unqualified endorsement is the greatest factor in her selection. Thank you for your assistance. James W. Easley, Pres., July 27, 1905.

Bethel, Vt.—I received my Vermont certificate yesterday and have returned a duplicate contract to Mr. Fortier for the position at Bethel. I wish to thank you very much for your help in securing this position. Mabel M. Brown, Brushton, N. Y., July 30, 1905.

Middlebury, Vt.—Miss Chase came here Wednesday and we engaged her as our assistant for the coming year. I thank you for your assistance in the matter. E. H. Martin, M. D., Clerk of School Board, July 28, 1905.

Minneapolis, Minn.—Mr. Allen, whom you recommended, is proving very satisfactory thus far and we believe he will make an excellent teacher. Thank you for your interest in the matter. G. A. Golder, Pres., State Business College, July 29, 1905.

North Craftsbury, Vt.—I am in North Craftsbury and have accepted the principalship of Craftsbury Academy, for which you recommended me. The academy building and library are splendid. I find this a great country. L. E. Strohm, July 31, 1905.

Otterville, Mo.—I have been elected as principal of the school at Otterville, the place for which you recommended me, and my wife has secured a position as assistant. Thank you very kindly for your interest in our behalf. Chas. C. Phillips, North Troy, Vt., July 31, 1905.

Thetford, Vt.—I wish to thank you for your efforts in my behalf. Yours is the agency that produces results. After accepting the position at Thetford for which you recommended me I was offered another place in New York, also on your recommendation. The inexperienced college graduate does well to enroll with you. Martin W. Chaffee, Morrisville, Vt., July 31, 1905.

Oneida, N. Y.—I thank you Mr. French for your efforts in getting me a position and I shall do everything I can to assist you on every occasion. Everyone with whom I have had any correspondence speaks of you and your agency with highest regard. Raymond G. Leonard, Alexandria Bay, N. Y., Aug. 3, 1905.

Waterford, N. Y.—Your letter received and I also have official notice from Waterford of my election as superintendent. I sincerely appreciate your earnest efforts in my behalf. R. S. Roulston, Oneonta, N. Y., Aug. 3, 1905.

Chambersburg, Pa.—I am pleased to inform you that I have accepted the position in Chambersburg Academy and shall send you my commission in a few days. *Philip M. Smith*, Middlefield, Mass., Aug. 4, 1905.

Richmond, Ky.—I have just closed with your man, Mr. Bardwell, for the English and history position. Thank you for your favors. James T. Barrett, The Walters School, Aug. 4, 1905.

Sheridanville, Pa.—We have elected Miss Rees, of Clayton, N. Y., as teacher in Room 6, one of your candidates, and apparently excellent in all respects. Thank you for your good applicants. Geo. F. Smith, Sec. School Board, Aug. 4, 1905.

Naples, Ill.—I have just signed a contract as teacher of the school at Naples, Ill., the position for which you recommended me. I will pay the commission when I draw my first month's salary. Bertha R. Stoddard, Aug. 5, 1905.

Chambersburg, Pa.—I have engaged for the position in our school Mr. Philip M. Smith, who was recommended by you. I return to you all information concerning applicants received from you and beg to thank you for your efforts to provide me with a teacher. D. Edgar Rice, Principal Chambersburg Academy, Aug. 7, 1905.

Cape May City, N. J.—We have elected Miss Fisher, who was recommended by you for the vacant position in our high school and have this day notified her of our action. S. H. Moore, Chairman Teachers' Committee, Aug. 7, 1905.

West Stockbridge, Mass.—I have received an appointment at West Stockbridge and feel wery grateful to you for the interest you have manifested and the assistance you have given me in securing the position. Elizabeth Vrooman, Middleburg, N. Y., Aug. 7, 1905.

Stamford, Conn.—I have been appointed to the position in Betts Academy, for which you recommended me, and have just written a letter of acceptance. I thank you for the assistance you have given me in securing this position. Chas. B. Weld, New Haven, Vt., Aug. 7, 1905.

Port Leyden, N. Y.—We have hired Miss Mary B. Garvin, recommended by you and notified her last week. John McHale, Clerk Board of Education, Aug. 8, 1905.

Troy Conference Academy, Poultney, Vt.—We have engaged your candidate, Miss Lillian E. Fisk, for art. In selecting her we passed Syracuse graduates and women of very successful experience who were willing to take the same salary. Rev. C. H. Dunton, Principal, same salary. Aug. 8, 1905.

Morgantown, W. Va.—I have received a telegram from Superintendent Gallup notifying me that I have been elected to the position for which you recommended me and have just wired my acceptance. Thank you for your prompt and efficient efforts in my behalf. Jane M. Chambers, Liverpool, N. Y., Aug. 9, 1905.

Morgantown, W. Va .- Two of your candidates, Miss Watson and Miss Chambers, have been elected to positions in our school. Supt. Wm. H. Gallup, Aug. 9, 1905.

Poultney, Vt.—The position in Troy Con-ference Academy has been given to me, and I feel very grateful to you for your assistance. Lillian E. Fish, Morrisville, Vt., Aug. 9, 1905.

Roxmor Woodland, N. Y .- Please find check enclosed for my commission. I find my work here very pleasant. The camp so far has been thoroughly a success. I highly appreciate the work you have done for me. Harry W. Little, Aug. 10, 1905.

Trinity Hall, Washington, Pa.—We have selected Mr. E. V. Greenfield, whom you recommended, for the French and German position. Thank you for services rendered. Chas. G.

Eckles, Head Master, Aug. 11, 1905.

North Craftsbury, Vt.—I have accepted the position in Craftsbury Academy. I thank you for your aid in securing this position. Anna L. Pitman, Laconia, N. H., Aug. 10, 1905.

Dolgeville, N. Y.—I have received an appointment as kindergartner in Dolgeville and have accepted it. Thank you for aiding me in securing this position. Marjorie J. Pettengill, Amsterdam, N. Y., Aug. 11, 1905.

Coal Valley, Ill.—I have been elected as principal of the school at Coal Valley, Ill., and think I shall accept. Thank you for your favors. Alex. Unger, Marietta, Ohio, Aug. 14,

Kewanna, Ind.—I have accepted the position at Kewanna, Ind., for which you recommended me some time ago, and shall leave here Saturday, Aug. 19th, for that place. Thank you for your efforts in my behalf. Paul Weiss, Providence, R. I., Aug. 14, 1905.

Manchester, Vt.—I have accepted the position at Manchester for which you recommended me. Thank you for the efforts you have made for me. Mrs. Alice Walrath, Fort Plain, N. Y., Aug. 14,

Napanoch, N. Y.—I have to-day accepted the principalship of the school at Napanoch and thank you very much for the help which you gave me in securing it. I hope I shall be able to do successful work and reward your efforts in my behalf. May Hale, Cortland, N. Y., Aug. 14, 1905

Staunton Military Academy, Staunton, Va.-Upon your recommendation I have offered Mr. Maloney the position for which you recommended him. Many thanks for your kind attention and most intelligent service which has the writer's heartiest appreciation. Capt. Wm. H. Kable, Commandant, Aug. 14, 1905.

Andalusia, Ill.—I am pleased to say that I have secured a position as teacher through your agency. D. M. Dukeman, Lancaster, Pa., Aug. 15, 1905.

Agricultural College, Miss.—I received the following telegram this morning: "You are appointed at \$1,200 salary, beginning Sept. 15th." I wired reply as follows: "I accept. When shall I report?" V. W. Bragg, Gordonsville, Va., Aug. 15, 1905.

Rutland, Vt.-You will be interested to know that we have engaged Mr. Nelson A. Hallauer, of Webster, N. Y., one of your candidates, as teacher of science in our high school. Thank vou for your prompt attention to our needs. H. H. Ross, Chairman Teachers' Committee, Aug. 15, 1905.

Derby, Vt.—I have been elected to the position in Derby Academy for which you recommended me, and have already wired my acceptance. Let me thank you for the unceasing efforts you have made in my behalf. I shall take pleasure in recommending your agency to my friends who are teachers. Annie P. Stone, Baltimore, Md.

School and college officials in search of instructors should communicate with us Teachers who wish positions should register at once

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Though the morning found the twilight and the blossoms met the blast;

Let's say that on the way

We were happy for a day.

And though we mourned the winter, we knew the flowers of May!

Let's sing a song of thankfulness for hearts that truly beat;

Even if we missed the mountain top, the valley's shades are sweet;

Let's dream that God does best!

Though the thorns be at the breast,

We shall dream his dreams of silence, reap the roses of his rest!

Frank L. Stanton.

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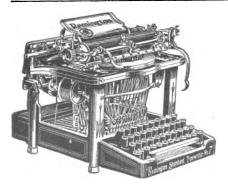
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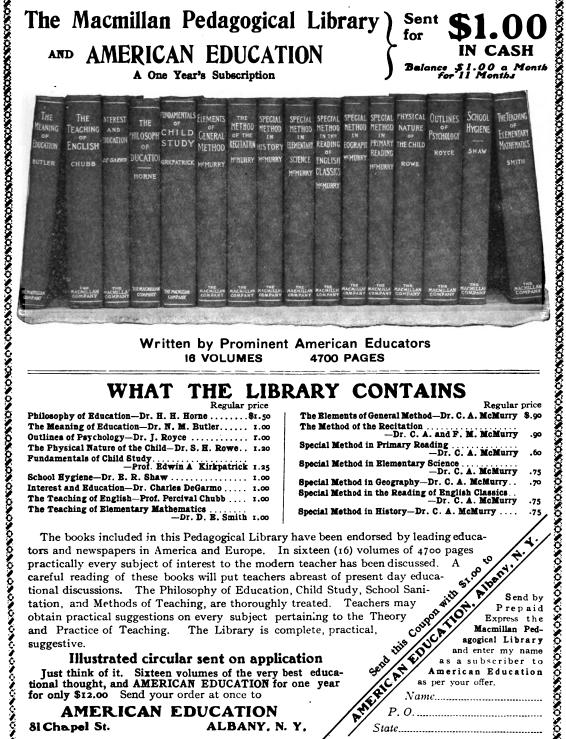
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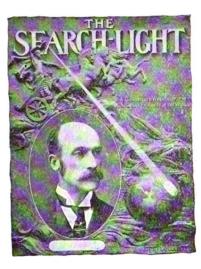
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## RELIGION IN THE PUBLIC SCHOOLS \*

REV. R. T. DAVIDSON, D. D., ARCHBISHOP OF CANTERBURY

THEORIES are often sterile. Let us come to something concrete. For eighteen months past we have all of us been witnesses, we have most of us been keen parties, in an anxious and difficult controversy which has come by force of circumstances to turn mainly upon the religious teaching given to little children in our schools. Some of us have had to talk almost ceaselessly about it for a year and a half. No controversy in which I, for one, have ever taken part has been so inexpressibly painful as this, for the simple reason that upon a subject of deep religious importance we have found ourselves in apparent, though I trust only temporary, opposition to a great body of good Christian men whom we are eagerly anxious on all matters where it is possible-and they are many-to stand shoulder to shoulder on behalf of the Christian verities happily common to us To differ acutely from Christian brethren in a matter of this sort cuts us (I speak for myself at least) to the very quick, and we long for the opportunity if there were a lull in the strife of tongues-to promote a truer understanding of what is our real aim, and to make it clear that we are not so far apart as men suppose. But, whether that better understanding can at this juncture be brought about or not, we are bound as it seems to me, in simple loyalty to our Master, to contend unflinchingly for the one great principle that the teaching of

\* Extract from sermon on "The Foundation of Faith and Life," delivered before the Church Congress, Bristol, England.

the elements of the Gospel message of the Lord Jesus Christ shall, so far as in us lies, form the essential-yes, for all children whose parents desire them to receive it, the essential—basis groundwork of our school work; and that where the maintenance of that principle is a definite characteristic of a school committed to our trust, it shall not, if we can help it, be abrogated or destroyed. The real purpose of our schools is at once the noblest and the most important to which educational effort can be applied-the formation of Christian character. We are eagerly keen about these schools, not primarily for the mere imparting of more varied technical knowledge, greatly as we desire that not primarily, say, in order that our children, when they grow to be artificers, may outdo German craftsmen in their skill: but in order that they may grow to be men and women of purer, stronger, braver character than we have been. And for the formation of Christian character we want to teach in its fullness and entirety, so far as the child's mind can grasp it, the Gospel message of our Lord Jesus Christ, and so to teach it that the children themselves, under the guidance and example of teachers who really care, may feel it to be the most important of all lessons and the foundation of all wholesome life, and that they may go out into the world with their eyes open, taught to realize in heart and conscience what is meant by the faith and fear of God. That—so far as I. at least, can judge—underlies and explains all our eagerness on behalf of schools, whose very raison d'être it is that such teaching should be given.

Voices are astir which tell us that this sort of teaching is "dogmatic," and therefore unsuited to a child; that all you need in schooldays is to teach what is described as "the principles of the Sermon on the Mount," the duty of love and gentleness, of humanity and self-control, and of upright honesty between man and man; that the Bible, if taught at all, must be taught "in a noncredal, nontheological, literary, ethical sense only," and that to go beyond this is to violate the rights of conscience. Now, there it is that, as I think, we are pulled up sharp by what our blessed Lord Himself taught us as to the order and principle of vital truth: "Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind. This is the first—ves, the first and great commandment. The second, vital as it is, is the fruit

and not the root—it is second, it is by obedience to first—and first that obedience to the second in the truest sense becomes possible. Apply it in what field you will-in the instruction of a little child, as truly as in the life of a grown man, or in the social progress of a Christian community-the order stands good. Let the little child, as its intelligence grows, learn to look upon its simple prayer to "Our Father who is in heaven" as something that matters: let it come to feel what it means to belong, by holy baptism, to the society on earth of which the Lord Jesus is the living Head, and then its little efforts to be gentle, obedient, unselfish, will have their true power and their true meaning, and the fruit of these efforts will ripen in the true way. You may call that teaching theological dogma, if you will. It is the way Christ and His apostles taught when His Church was being planted upon earth.

# THE MODEL HOME SCHOOL FOR GIRLS

JAMES GILBERT RIGGS

N the maintenance of the private school two interests have combined,-one of the proprietor, the other of the patron. The proprietor believes in his ability to provide an ideal training under desirable conditions and seeks to make his services of value; the parent wishes to place his child in trustworthy hands where the details of his education may have careful attention. The head of a private school understands that the conditions which should produce success are a good location, ample grounds, pleasant rooms and the comforts of a home. In addition to this material equipment there must be a course of study well-planned and flexible, instructors who combine teaching power with sympathy and tact, and a

body of well-intentioned students with common interests. In choosing a school a parent asks that the physical welfare of his child shall be adequately provided for, that the course of study shall be suited to his needs, that the head of the school and his assistants shall be responsible persons, a guarantee of correct training in mind and character, and finally that his companions shall be of the right sort. The owner of a school knows that while he may set his ideals high he must also interpret accurately the wants of his patrons as a good part of his success is dependent on their favor. Though he may not sacrifice a principle to the whim of a parent, he may so adjust things to the need of the present as to shape the parent's demand and the pupils' choice in matters of studies and even of discipline. No one cares to have a pupil the victim of an ill judgment even though it proceed from a parent himself. A wise headmaster sometimes finds himself standing between a child and his parent as an arbitrator, where he must be most tactful and most just. When confidence is once established he may do what things he will in the school in reason, but until that time comes mistakes are deadly. No amount of printer's ink will build up the school, but rather the deserved good word of those who have received its benefits.

These remarks on private schools in general will serve as a preface to the narrower topic of a model home school for girls which shall include both those who are preparing for college and those whose period of study is finished when they leaves the school. The term finishing school however is almost reproachful in its suggestion, and boarding school is no better. Home school is the best designation, embodying the two ideas to be kept in mind in setting forth the important features desirable in a model school for girls.

Such a school should have its location in a choice spot, preferably in the country where the air is stimulating and the distractions are nil, and yet near to some center from which special instructors may be drawn and to which visits may be made for concerts and the museums. There should be a due regard for outlook on hill and valley, the natural beauty which makes a fitting surrounding for the developing spirit. The size of the grounds should afford abundant opportunity for walks, golf, tennis and other sports which promote outdoor exercise. As the attractiveness of the grounds adds much to the desire for and enjoyment of open air games, the proprietor of the model school can afford to put a good sum into land alone.

With the question of buildings another important one is associated, how many shall the accommodations provide for? The temptation to seek a large income would suggest no limited number, but efficiency, individual work with pupils and the home feature of the school would fix the number between seventy-five and one hundred twenty-five. Less than seventyfive may mean a meager equipment or an exorbitant tuition; more than one hundred-twenty-five is likely to mean less personal contact with teachers and the approach of the home toward an institution with its necessarily machinelike methods. The school building with its assembly room, laboratories, class rooms, music rooms, art room, gymnasium and library should be constructed on the most approved plans as regards proportion, heating, lighting and seating. The easiest part of the problem is the interior furnishing. To house all the pupils under one roof is to deal with them en masse, against which the private school is itself a protest. There should be separate cottages, and, if the conformation of the grounds permit, they may be connected by cloistered passages with the school building to avoid exposure in the evening and during inclement weather. Without doing violence to the home phase of the school each dwelling may be constructed to hold twenty or thirty pupils. On the ground floor may be the reception room, parlor and dining room. The rooms above should be single with a bath for every two rooms. The architecture and furnishing may be as attractive as one's fancy dictates and both should be of a character to be educative. Of course no one would have the houses identical nor a prominent likeness anywhere, but as the home feature is to be an important one every detail of comfort and taste must have a free expression,-all of which affords its silent teaching in æthetics, for the pupils shall not only

feel the influence of an ideal home but they shall have one always before their eyes. Against the appearance of any contagion, the model school shall always have ready an infirmary in perfect order and quipment.

As the question of membership is so dependent on the particular school, little can be safely proposed. If however we stick to our text of the model home school, two points may be set down. First, no home, even of girls only, can be entirely harmonious where the members of the school family hold radically different faiths or none at all,-and second, a school whose members are drawn from one locality with its limited interests of necessity becomes narrowly provincial. The ideal school therefore will be "one in faith," though by no means denominational. Its pupils will be drawn from every portion of the land to the end that an extended interest may be aroused and a wide acquaintance formed. Indeed some of the most enduring, genuine and unselfish friendships have their origin in the private school. Some parents have looked upon this part of the daughter's education as on the whole very important, believing as they do that her broadest development cannot come through books alone.

A distinguishing feature of the private school should be that it has no course of study, but rather courses of study, as many if need be as there are students, that no one shall be fitted to a course. but that a course shall be suited to the individual. This implies a full number of teachers and often small classes, but . if attention to the particular needs of the individual is the raison d'être of the private school, then each girl's capacity, gifts, tastes and degree of advancement must be duly considered in the determination of her studies. One girl may be at the beginning of her secondary education, another quite advanced in some

study; one may have a poor memory, another good retentive powers; one may be in delicate health, another equal to a heavy course; one may possess no welldefined tastes, another marked talents. The pupil must be studied in her entirety, that each element of her personality shall be recognized in the studies which are to cultivate not her mind only but her heart and her will. The intellect must not be trained at the expense of health. Indeed great stress must be laid on building up and maintaining a normal physique for each girl. What shall she gain if she earn an academic degree even and lose her happy hold on existence? A symmetrical development must be sought in all her school life with no strain upon any part of it. To arrange an adequate course for each pupil with the knowledge that two or three years only can be given to it is no light nor unimportant task. It presumes a fair judement of the individual and a clear estimate of the relative value of studies for girls ranging from fifteen to nineteen. students preparing for college there is a definite but narrow range of studies; for others preparing for no calling but for the larger though still limited sphere of life in the home there is an open field from which to choose. In curricula for the latter the first place must be held by the humanities, in which is embraced the languages, ancient and modern, with their literatures, history, art, economics and philosophy, while the second and lesser place is occupied by mathematics and sciences of nature. Herein is the basis of a liberal education, whether the student learns within college walls or chooses a less strenuous path. One cannot study all subjects nor yet give a lifetime which the mastery of a single study demands, hence a choice must be made and a limited time spent with each. One determining factor in the choice is the pupil's wishes, the other the advice of the skilled

and experienced teacher who will look to the harmonious development and the broad intellectual interests of his charge. For three years' study a model course would be Latin, French or German, general literature, English literature, general history, algebra, geometry, chemistry, with laboratory practice, art, psychology and ethics. Music, drawing and supplementary subjects may always be had, and there shall be opportunity for the intensive study of any subject. English shall have special emphasis with reference to its correct and constructive use, and the Bible shall be a regular subject of study for all. Practical lessons in domestic economy shall be required, looking toward the time when home making shall be the chief interest. Following the general plan of a separate course for each pupil, it will be found that some classes are large and that others number two or three pupils only. That the individual may have a due share of the teacher's attention, it will be wise to have no class larger than twelve except for some general exercise. Physical culture shall be one of the few required subjects. Sports as well as gymnastic drill shall have the suggestion and supervision of the teacher, and the whole body shall be taught the graceful and æsthetic uses which by nature belong to it. That woman has a right and a duty to be beautiful in her person has sometimes been forgotten.

A word, and an important one, is in place regarding the teachers in the model school thus far outlined. "It matters not so much what you learn as with whom you learn" is a truth which recognizes that after all character is the quality of most worth. Most parents would prefer that their children should be well established in that on leaving school rather than in any or all the subjects of study. The class room does not contain all there is of education nor even a large part of it. Perhaps it may even be said that a

teacher's scholastic attainments are not to receive first consideration in the selection of a faculty for the model school, and that there are qualities of heart and soul which outweigh those of the intellect alone, and which transform a mediocre scholar into a good teacher. There may be a rare adaptability to the work of instruction combined with a love, tact, patience and sympathy which makes the teacher a foster mother in all her relations with her pupils. Such a teacher often understands the difficulties and needs of a girl better than her parents and is moreover capable of directing her into wiser ways. The private school demands more of a teacher than the public school can. It asks not only a devotion to the subject taught but a giving up of one's self to the larger work of the whole school. She must be "instant in season and out of season;" she must be very loyal to the head of the school and an inconspicuous factor in the harmonious whole; she must bear the name and live the life of a Christian; she must above all rejoice in her work.

As study, recitation and exercise take the period of the daylight, the evening will be free for concerts and lectures or the more distinctive employments of the home, although the home spirit will not be wanting in any part of the day. The routine and discipline of the study hall should be combined with the refining influence of the home circle. The gradually lessening parental restraint and increasing liberty for the daughter find in such a school their best environment. In family life which is the most natural for young women, pupils of the same age and social position in congenial and elevating surroundings learn without harsh contrasts the gentler graces of social intercourse and the larger duties which belong to the home over which they shall some day preside as mistress. The home school admits of the practical teaching of Christian ethics at an age when pupils are most sus-

ceptible and under carefully chosen women who are at once friends and instructors. It is possible thus to realize more nearly the highest ideals and to make them a daily factor in the home Temptations can be minimized, questions of discipline forestalled, and intelligent direction given in matters of such personal concern as punctuality, order and neatness, three virtues of inestimable values-old-fashioned though they be-to any future mistress of a household. By principle and by example refined manners shall make the atmosphere of the school, and all that belongs to true womanhood and Christian living shall animate and inspire the mutual duties and pleasures of Such association is the best the day. medicine for any girl who is inclined to be snobbish. To her the atmosphere is uncongenial but corrective. Noble personalties, "the living book of upright lives," will give their silent teaching in the forces which make for righteousness. Lessons like these are not learned en masse by pupils, but by the contact of personality upon personality. Being a law unto itself the private school can hold to the principle that education untouched by religion cannot offer satisfaction to our higher nature, and unhampered by public statute can emphasize Bible study to discover there the rules for faith and practice.

The plan is not yet complete. An attractive location and material equipment, an adaptable list of studies and carefully

chosen teachers, a harmonious family of pupils and an ideal home environment, all combined do not constitute the model home school for girls. The one element to be added is the commanding personality of some large-hearted, clear-sighted, noble-minded woman-with gifts like Dr. Arnold's of Rugby-to preside over and unify this aggregation of young life. To her as a personal standard pupils will look up to find the embodiment of the best that culture and education can do for woman. Her life must be one of service. even, just, daily tuned to the harmony of the Divine life, and an inspiration to all who make up the school family.

Into lives hitherto so carefully guarded that their responsibility for themselves and for others has scarcely been felt, such a school should and can put new purposes and high resolves. It should aim toward an educated will, a judgment trained to the choice of right things, a taste cultivated for the best things only, a power to do and a sympathetic heart. Through lives so taught and directed are the sanctities of all womanhood conserved, happy families maintained and the highest joys of this earthly existence proclaimed. private school for girls is withdrawn from a prominent place in the great educational procession because it provides for a special class, but vet a very important class inasmuch as its members are peculiarly influential in the life of a community where the power of wealth and position should lend itself to every good work.

I DON'T care half as much about going to Heaven when I die as I do about making a bit of Heaven on earth for others while I live.—Mark Guy Pearse.

### TENURE OF OFFICE \*

BDWARD J. GOODWIN, ASSISTANT COMMISSIONER EDUCATION DEPARTMENT. NEW YORK STATE

THERE are at least three valid reasons why a self-governing people aiming to establish an effective system of public schools for the education of their children, should give their teachers a permanent tenure of position.

The first is, the insecurity and humiliation consequent upon annually recurring appointments tend to deter energetic and capable men from becoming teachers. Some of the most accomplished superintendents and principals that I have known have been financially stranded and publicly disgraced by a summary, unwarranted and cruel dismissal. To transform boys and girls into welltrained, self-respecting and patriotic men and women is a task so complex, so subtle, so closely related to the national welfare that it ought to be committed to able men of sound scholarship and high character. To exclude from the schools men of clear vision, large imagination and strong personality, and to put weaklings in their place is to inaugurate and pursue a policy that is inimical to our industrial, commercial, moral and national life.

The second reason is that a percarious tenure tends to make the teachers in the schools timid, irresolute, morally weak and consequently inefficient. Under our democratic form of government any system of training or school management characterized by unusual vigor or virility arouses adverse criticisms and excites opposition. Such a critical attitude on the part of the public can be withstood with great difficulty, if at all, by teachers whose continuance in their positions is dependent upon an annual election by a local school board. A teacher repeatedly thwarted in his purposes and defeated in

his plans ultimately abandons his ideals, follows the lines of least resistance and seeks popular favor rather than efficiency. A teacher constantly working out the problem of self-preservation cannot give the full measure of his time, thought and energy to the intellectual and moral welfare of the children entrusted to his care. To live year after year under the shadow of a possible dismissal which may ruin his good name and blast his prospects, impairs a teacher's self-respect, paralyzes his moral courage and tends to disqualify him to teach children and youth the art of noble living.

The third valid reason for permanence of tenure is the fact that frequent changes in teachers seriously impair a school's efficiency. The displacement of an experienced teacher always occasions a temporary loss and embarrassment to the Permanent teachers come to school. know the characteristics and peculiar needs of the population, understand the school's organization and by extended experience in one place acquire superior skill in their work. To displace a competent and faithful superintendent, principal or teacher through political, social or religious influence is a blight upon public education, is subversive of the public weal and by legal enactment ought to be made impossible.

This brings me to the discussion of the two prerequisite conditions under which a statute providing a permanent tenure for teachers may rightfully be enacted. The first relates to scholastic qualifications and the second to demonstrated skill in teaching.

It would be monstrously wrong to establish permanently in the schools of any locality a teacher lacking the necessary scholarship. But the State of New York

<sup>\*</sup> Read before the Schoolmasters' Council of the Highlands, October 13, 1905.

protects its schools against incompetent teachers in three ways:

- 1. By a reasonably adequate standard of scholastic and professional qualifications prescribed under the statutes by the Commissioner of Education.
- 2. By providing means for professional training in eleven State normal schools, fourteen city training schools for teachers, 101 training classes, one normal college and six higher institutions maintaining pedagogical departments.
- 3. By a comprehensive and impartial system of State examinations.

The second prerequisite condition must also be met before an intelligent and farsighted law-maker can consent to make a teacher secure in his position, even though he bear a qualifying certificate from the highest school official of the State. Every experienced school principal knows that a teacher may possess the necessary scholarship and have a theoretical knowledge of the principles of education, and yet fail in teaching. No examination, however skilful or thorough, can measure with adequacy and certainty a candidate's capacity. Wherever a permanent tenure for teachers is established by law, there must always be a probationary period during which the teachen possesses a temporary, not a permanent, license. During this probationary period the teacher must carry on his work under the eye of an experienced and responsible superintendent or supervising principal. If the probationary teacher betrays an inability to control and inspire his class, a lack of tact and skill in teaching or any moral obliquity, the report of the supervising official should prevent the issuance of a permanent license. In the city of New York a temporary license is issued for only one year and may be twice renewed. During these three probationary years the teacher's work is rated every half year by the principal and a visiting superintendent. These definite

ratings are recorded in the office of the City Superintendent and upon this record the permanent license is issued or refused.

It seems altogether clear that the State cannot justly guarantee tenure to teachers in towns and cities that do not employ an expert superintendent or supervising principal.

Inasmuch, therefore, as the laws of the State of New York provide teachers of adequate scholastic and professional training, and supply expert superintendents and competent principals to supervise the work of the teachers, I venture the opinion that a law giving a permanent tenure to position, during good behavior, to teachers and principals, would strengthen the teacher's sense of security, add to his dignity, promote his efficiency as a teacher and, thereby, prove advantageous to the schools.

#### WHAT CHILDREN READ

Professor C. H. Thurber, while connected with the University of Chicago, investigated the subject of children's likes and dislikes in reading in the Chicago schools. Children from nine to fifteen years wrote answers to the following questions:

- I What books have you read since school began last September?
- 2 Which one of these did you like best?
- 3 Why do you like that book?
- 4 What book have you ever read that you liked better?
- 5 What book have you ever read that you did not like?
- 6 Why did you not like it?
- 7 If you were given money to buy a book you have never read, what book would you buy?

Answers from about 3,000 children were tabulated, and the results are worthy of attention. The list given be-

low is of the 100 "best books" given in the order of their popularity, as indicated by the answers of the children to the second question.

The total number of books read was 16,739—an average of about one per month for each one.

- 1. Little Women
- 2. Uncle Tom's Cabin
- 3. Robinson Crusoe
- 4. Boys of '76
- 5. Life of Washington
- 6. Black Beauty
- 7. Grimms' Fairy Tales
- 8. Little Men
- o. Little Red Riding Hood
- 10. Under the Lilacs
- 11. Little Lord Fauntleroy
- 12. Life of Lincoln
- 13. Evangeline
- 14. Two Little Pilgrims' Progress
- 15. Fiske's History of the United States
- 16. Seven little Sisters
- 17. Story of Our Country
- 18. Alice in Wonderland.
- 19. Longfellow's Poems
- 20. Building the Nation
- 21. Jack and the Beanstalk
- 22. Sweet William
- 23. Cuore
- 24. Cinderella
- 25. Arabian Nights
- 26. The Christmas Carol
- 27. The Lamplighter
- 28. John Halifax
- 29. Swiss Family Robinson
- 30. Juan and Juanita
- 31. Huckleberry Finn
- 32. Scottish Chiefs
- 33. Cast Away in the Cold
- 34. Gulliver's Travels
- 35. Eight Cousins
- 36. Aunt Jo's Scrap Bag
- 37. Five Little Peppers
- 38. Tom Sawyer
- 39. Ben Hur
- 40. Editha's Burglar
- 41. Sarah Crewe
- 42. Count of Monte Cristo
- 43. David Copperfield
- 44. An Old-Fashioned Girl
- 45. Pilgrim's Progress
- 46. Life of Franklin

- 47. Daniel Boone
- 48. Ivanhoe
- 49. The Wide, Wide World
- 50. The Birds' Christmas Carol
- 51. Dickens's Child's History of England
- 52. Hans Andersen's Fairy Tales
- 53. Captain January
- 54. Red Skin and Cow Boy
- 55. Jack the Giant Killer
- 56. Oliver Twist
- 57. Frank on a Gunboat
- 58. Grandfather's Chair
- 59. The Wandering Jew
- 60. Elsie Dinsmore
- 61. Elsie's Children
- 62. Last Days of Pompeii
- 63. Life of Grant
- 64. Hawthorne's Wonder-Book
- 65. The Hunter of Ozark
- 66 St. Bartholomew's Eve
- 67. Boys of the First Empire
- 68. Not Like Other Girls
- 69. The Boys of '61
- 70. Frank in the Woods
- 71. What Katy Did
- 72. Beautiful Joe
- 73. Old Curiosity Shop
- 74. Life of Napoleon
- 75. Little Saint Elizabeth
- 76. Rip Van Winkle
- 77. Last of the Mohicans
- 78. With Lee in Virginia
- 79. Poor Boys Who Became Famous
- 80. Nicholas Nickleby
- 81. Barnes' History of the United States
- 82. Montgomery's History of the United States
- 83. Jo's Boys
- 84. Prisoner of Zenda
- 85. Lion of St. Mark
- 86. Jack and Jill
- 87. Æsop's Fables
- 88. Dotty Dimple
- 89. Frank in the Mountains
- 90. Adventures of a Brownie
- 91. Rose in Bloom
- 92. Adam Bede
- 93. A World of Girls
- 94. Five Little Peppers Grown Up
- 95. Wild Life Under the Equator
- 96. Ragged Dick
- 97. History of Columbus
- 98. Barriers Burned Away
- 99. Innocents Abroad
- 100. Peck's Bad Boy

# For the School Room

# THEME WRITING

MORRIS HASTINGS LAUGHTON, HEBREW TECHNICAL INSTITUTE, NEW YORK

THE perennial problem that greets the instructor in English, fresh from his summer vacation, is how to bridge the gap between the elementary and the secondary schools. If he is teaching pupils in the lowest grade of the high school he will find bad spelling, illegible penmanship, and incoherent awkward expressions in writing. He is expected to discipline this heterogeneous material; increase the efficiency of the fluent writer, and bring the backward child up to a certain standard of excellence. The colleges are demanding greater efforts on the part of the secondary school teachers so that, at the present day, the course of study in the last two years of the high school is the college sophomore and junior work of a dozen years ago.

The courses of study in the grammar schools are still in the transitional state. Every school system has its own methods of procedure. The so-called fads, nature study, elementary science, etc., are crowding into the time once occupied by the three r's and unless these new studies are properly correlated with Engish the results are heartrending to the teacher. The magnitude of his work is appalling, the facilities and time at his command are meagre.

The work, nevertheless, must be done and methods must be devised to meet the demands of the college and the business world. A device which I have used for the last five years is one the adequacy of which I dimly appreciated ten years ago, when I was a student at Harvard. Every morning, five days in the week, we had to drop into the instructor's box a composition of one paragraph in length. So long as the paragraph was complete in

itself, giving a picture of an idea, an incident, or a landscape the student might select any subject for his theme. I can remember how, after the second month, I used to rack my brains for a new subject; how every friend, I had in the world, I tried to turn into a daily theme; how the distinguishing characteristics of man and beast I sought eagerly and tried "to write up." This habit of looking every where for material has been of no little benefit in after life. An enforced cultivation of the faculties of observation must have permanent results.

Having borrowed, therefore, my weapons from my alma mater, I have gradually evolved a course of study to cover the first year of the high school. The beauty of this device, the outline only of which I can give here, is that no matter how poor the material, once the interest of the class is roused, progress is steady and rapid.

Composition writing is, unfortunately, not attractive to the ordinary boy. There are fish to be caught in the sea. There is a game of ball to be played on the com-There is an expedition into the woods to be made in quest of nuts. A few hastily culled thoughts from the encyclopedia are considered all that is needed to satisfy the demands of the English department. But if the teacher asks for only one composition a week and that composition to be not more than one paragraph in length, the subject to be taken from the boy's own treasure house of adventure, the results are surprising. The whole world is now open to our young author. If he is quick to catch an idea he will soon learn to detect the literary value of an incident or a landscape and he will, according to his capabilities, acquire those habits for which the reporter is conspicuous and which we who are city bred so seldom possess.

The instructor must expect to meet with frequent instances of carelessness in his pupils' work. This is no wonderworking scheme. What I contend is that with a conscientious teacher and an interested class the errors will become gradually fewer and almost inperceptibly yield to careful, concise work.

Any standard text book may be used in connection with the work although the book must be amplified by the teacher. The first subject I take up is The boy ordinarily uses short words. Anglo-Saxon words. This is good but he will use too many to express an idea and one lesson at least should be spent in cutting out all unnecessary words and phrases. Then the pupil is restricted by the scope of his vocabulary. In a paragraph of ten sentences he may use the same adjective six times. The word "good" is fairly bristling with shades of Let the class discover how many synonyms it can find for this word. In speaking of a parent, it may mean indulgent, strict, righteous, thoughtful. In business it may mean successful, honorable, able. This lesson on synonyms will prove instructive, just so far as it is possible to develop self activity on the part of your pupil.

The next step will bring us to the sentence and to me this is perhaps the most interesting part of the work, for here it is possible to correlate literature with composition. The average boy has never heard of the two divisions of the sentence into periodic and loose. But every reading boy has felt the charm of "Robinson Crusoe" without dreaming that it has been produced largely by a skilful use of the loose sentence. To illustrate the value of this sentence I choose passages from Swift and De Foe; for the

class finds the adventures of Gulliver among the Little People, and the story of the poor fiddler who was carried away in the dead cart profoundly interesting. After reading these selections little explanation will be necessary to convince your pupils how largely the credibility of the narrative depends upon the loose, confidential prose of De Foe and Swift.

Macaulay, on the other hand, is a striking exponent of the periodic sentence for the dignity and the smoothness of his periods make an excellent contrast to the easy, personal character of the other writers. Some of your pupils now begin to perceive that effective writing depends on certain principles that all may master. These principles will be more real to the class because they were not learned as rules and then applied but because they were discovered in the concrete. Some weeks may be spent on the periodic and the loose sentence. The periodic sentence may be used in letter writing. Do you have a petition to present or an injustice to resent? The uneducated stoop to servility or to personal abuse, but we can state our case with effectiveness and dignity in the periodic sentence.

From this point, if the interest of the class is thoroughly aroused, development is rapid and parallel structure, coherence, unity and emphasis may be studied in a more or less formal manner.

During these months of instruction little stress need be laid on the paragraph form. It is only necessary, in the beginning, to see that the first line is properly indented and that the whole composition shall contain but one paragraph. It is important that the class becomes reconciled to the idea that for an interesting story, a critical incident, or a picturesque bit of scenery one paragraph alone is needed.

In formal paragraph study, unity is the first subject taken up. A paragraph should contain one thought and only one.

To this thought every word and sentence should be subordinated. The first sentence or two is generally difficult for the young writer. He is apt to make a long wordy introduction which in a one paragraph composition is out of place. The faculty of beginning without superfluous detail will be valuable to him in after life. In describing a trip to West Point, for instance, it is not well to sav that on the way to the steamboat the trolley car was blocked three times. The final sentence should carry the weight of the sense. As this last sentence is the one that lingers in the mind of the reader, the skill of the artist is necessary to make it simple, concise and emphatic.

In this rather sketchy exposition of theme writing much naturally depends on the ability of the teacher to keep alive the interest of his pupils. I find that ten minutes, at the beginning of the hour, devoted to the reading of half a dozen of the best compositions will hold the interest of all. Every boy is secretly delighted to have his theme read and he will do his best to have his selected as worthy of comment. Then there is always the plodder that does not seem to get anywhere. Choose one of his to read and see how he will brighten up under the process.

Much depends on the criticism of the teacher. It should always be kind but direct and to the point. He should always remember that his words are not for one boy but for the whole class.

# HOW MUCH SYNTAX TO TEACH

T. C. MURRAY

How much of Syntax do I teach? I teach simply those laws which help a boy directly to steer clear of common grammatical errors. There are many so-called rules of Syntax with which it used to be the rule to cram children, and which were

of so little utility, that pupils who could sing them off at pleasure could not write with anything like an approach to correctness. I never waste time on such rules. I take up the subject of Grammar as a rule, not as a science in itself, but as an adjunct to Composition—its true function, I think, in the primary school. There are certain laws of Syntax that must necessarily be taught-common experience teaches us that. In correcting a pupil's exercise it is a comfortless thing to be obliged to say dogmatically:-"You are wrong-it should be put in this manner." How much more stimulating it becomes when the child's knowledge will justify us saying—"Is there anything wrong in that sentence?" "Now, why is it wrong?" "What law of English speech is violated?" "How should it be expressed?" No teacher, then, will send his boys into the world ignorant of such useful grammatical laws as the agreement of the verb with the nominative, of the relative with the antecedent, and of the functions of the verb "to be." There are many common errors which arise from time to time which can be made quite clear to the average boy without the use of any special technical law. Here is a very general form of mistake both in speaking and writing:-

> Indeed, I am as good as him. John was better than me.

How can I make perfectly sure that such an error will never appear again in a boy's copy? I simply question thus:—

I am as good as him.

How many sentences in this? (Answer—Perhaps, one). Show there are two—the predicate of the second being suppressed. Write them thus:—

(I am as good) (as him is).

Here at a glance he sees his error. This is put in some grammars in the form of some absurd "rule."—Irish School Monthly.

# PLAIN TALKS ON FREE HAND PERSPECTIVE

THEODORE C. HAILES, DRAWING MASTER, ALBANY, N. Y. PUBLIC SCHOOLS

NUMBER II.

PERSPECTIVE is the representation of the third dimension. An ordinary pupil would get no idea from such a definition, so you must explain. The surface of the paper on which you are drawing has only two dimensions; distances right and left and distances forward and backward. An oblique stroke is a combination of the two. When you work upon the blackboard, you only have two dimensions at your command, viz.: distances up and down and distances right and left. When the children work upon a horizontal plane as paper lying upon the desk, all straight lines are in reality horizontal lines, but I doubt the wisdom of telling pupils of low grades of the fact.

For convenience, you teach that lines which extend directly away from you are vertical, but you know better. lines must extend up and down an impossible direction on a horizontal plane. represent real distances up and down on your paper or distance forward and backward on the blackboard is perspective. You may say it another way. Distances in and out. A square has but two dimensions, but it is possible to draw a square in perspective by making it appear to go in or away from you. This distance in and out is what is known as the third dimension. and is most difficult to represent, because it deals in appearances and not facts.

I believe it is perfectly proper to tell even little children that distance makes things look smaller, but all authorities do not agree with me on that point. Many insist that representation should be taught purely as an art. That is, pupils should learn to draw correctly by constantly draw-

ing from observation and not by rule or principle. I also believe it proper to inform children that turning a thing away from you has the effect of shortening its appearance. In the upper grades you may call it by its proper name (foreshortening). Furthermore I deem it wise to tell children that the effect on the appearance of retreating lines is not only to shorten them, but to change their direction. Of course I illustrate freely by calling attention to objects in the room and out of the window.

Then I resort to devices. Take a chalk box and hold it above the pupils' heads. Hold it so that the top and bottom are horizontal and the upright sides are turned away from the eye.

Tell your pupils to hold their pencils by the end and keeping them in a horizontal position, raise them until they are between the eye and the corner of the chalk box. Ask them which way the lines of the box seem to extend, above or below the pencil. They will without hesitation tell you that they seem to extend below the pencil. Try them with the box on a level with the eye and if convenient below the level of the eye. The comparative lengths of the several sides may then be measured by means of the pencil extended toward them and then they should be required to draw.

Draw, test, draw—then draw some more. Keep on drawing if you want to learn to draw. First along, you may confine yourself to straight lines and their combinations, such as boxes—tables—chairs—doors open—room corners—streets—railroad tracks—telephone poles, etc., etc. I will tell you more about devices in my next.

Work on; even in despair, work on.—Edmund Burke.

# OUTLINES OF ENGLISH MASTERPIECES

#### ELMER JAMES BAILBY, UTICA, N. Y.

### Coleridge's Rime of the Ancient Mariner

#### A. OUTLINE.

### Part One: The Mariner's Sin.

- I. How the Story Came to be Told.
  - I. The mariner and the wedding guest.
    (1-2.)
  - 2. Their conversation. (3-11.)
  - 3. The mariner's strange power. (12-20.)

#### II. THE MARINER'S STORY.

- I. The southern voyage.
  - (I.) To the Line. (21-30.)
    [The continued power of the mariner. (31-40.)]
  - (2.) To the South Pole.
    - a. The storm. (41-50.)
    - b. The sea of ice. (51-62.)
  - (3.) The albatross.
    - a. Its welcome arrival. (63-68.)
    - b. The changes at its coming. (69-71.)
    - c. The nine days' friendliness. (72-78.)
    - d. The mariner's sin. (79-82.)

# Part Two: The Beginning of the Punishment.

- 2. The voyage to the silent sea.
  - (1.) Attendant circumstances.
    - a. Atmospheric conditions. (83-87.)
    - b. The absent bird. (88-90.)
  - (2.) The changing opinions of the mariner's companions.
    - a. Their anger against the mariner. (91-96.)
    - b. Their changed feeling at the disappearance of the fog. (97-102.)
  - (3.) The fair voyage. (103, 104.)
- 3. The silent sea.
  - (1.) The arrival. (105-110.)
  - (2.) The calm.
    - a. The sun. (111-114.)
    - b. The idle ship. (115-118.)
    - c. The stagnant water. (119-126.)
    - d. The strange appearances at night. (127-130.)
  - (3.) The renewed augers of the mariner's companions.
    - a. Their dreams. (131-134.)
    - b. Their thirst. (135-138.)
    - c. The punishment they inflict. (139-142.)

### Part Three The Spectre Ship.

- (4.) The continued distress. (143-146.)
- (5.) The vision of the spectre ship.
  - a. Its approach. (147-156.)
  - b. The joy of the crew. (157-170.)
  - c. The skeleton ship.
    - (a.) Its strange appearance. (171-186.)
    - (b.) Its crew. (187-194.)
    - (c.) Their game. (195-198.)
    - (d.) The departure. (199-202.)
- (6.) The night. (203-211.)
- (7.) The curse of the dying men. (212-223.)

### Part Four: The Involuntary Blessing

- (8.) The lonely mariner.
  - a. The undying man. (224-235.)
  - b. His envy and its result.
    - (a.) His contempt for the sea creatures. (236-243.)
    - (b.) His inability to pray. (244-247.)
    - (c.) The undying curse. (248-262.)
  - c. Reawakening love and its effect.
    - (a.) The beautiful night. (263-271.)
    - (b.) The beauty of the sea-creatures. (272-281.)
    - (c.) The blessing and its result. (282-291.)

#### Parts Five and Six: The Hope of Pardon.

- 4. The moving ship.
  - (1.) First supernatural cause.
    - a. The sleep and the dream. (292-299.)
    - b. Atmospheric changes.
      - (a.) The refreshing rain. (300-308.)
      - (b.) The strange storm. (309-326.)
    - c. The renewed voyage.
      - (a.) The ship's strange crew.
      - (b.) Their song at dawn. (351-372.)
      - (c.) The quiet movement and its cause. (373-380.)
      - (d.) The momentary stop. (381-384.)

- (2.) Second supernatural cause.
  - a. The start and its effect. (385-394.)
  - b. The two voices.
    - (a.) The mariner's crime and punishment. (395-409.)
    - (b.) Explanation of the renewed movement. (410-429.)
  - c. The removal of the curse.
    - (a.) The awakened mariner. (430-433.)
    - (b.) The living curse. (434-441.)
    - (c.) The breaking of the spell. (442-451.)
- (3.) The movement with the wind.
  - a. The pleasant breeze. (442-453.)
  - b. The arrival.
    - (a.) Home sights. (464-480.)
    - (b.) The angelic spirits. (481-499.)
    - (c.) 'The pilot's boat. (500-513.)

### Part Seven: The Mariner's Penance.

- 5. The mariner's landing.
  - (1.) The rescue.
    - a. The approaching skiff-boat.
      - (a.) The hermit.
      - (b.) The conversation of the hermit and the pilot.
    - b. The sinking ship.
    - c. The terror of the rescuers.
  - (2.) The mariner's confession and penance.

### III. THE CLOSE OF THE DAY.

- I. The ending of the wedding feast.
- 2. The wisdom of the mariner.
  - (1.) The isolation of the soul in sin.
  - (2.) The attractiveness of prayer.
  - (3.) The true prayer.

#### IV. THE CHANGED WEDDING GUEST.

### B. QUESTIONS AND TOPICS.

- I. Using as material all the references made to the wedding, write a description of the feast.
  - 2. Drawing upon the imagination, give con-

- trasting descriptions of the mariner and the wedding guest.
- 3. Account for the order of details in lines 23-24. Why are those details exactly reversed in lines 465-466?
- 4. What knowledge is gained of the direction of the voyage from lines 25-30, also from lines 83-86?
  - 5. Explain the meaning of lines 46-48.
- 6. Give in detail and in order the atmospheric changes following the arrival of the albatross until the entrance into the silent sea.
- 7. Show how the mariner's companions made themselves partners in his guilt.
- 8. Describe the spectre ship, including references to its crew and their game.
- Show the significance of the winning of the game.
- 10. What is the dramatic center of the poem? Where does the accumulation of unhappiness end and the reaction towards full forgiveness begin? (263-271.)
- 11. Trace throughout the poem the part played by the seraph band.
- 12. The ship's movement may twice be traced to two different supernatural causes. Explain.
- 13. Collect and connect as far as possible the references to the curses of the mariner's companions.
- 14. Collect all the passages having reference to the mystic numbers three, seven, and nine.
- 15. Show how references to the wedding feast and to the albatross help to maintain the unity of the poem.
- 16. Give in the exact words of the author the theme of the poem (lines 612-617). Show how the story of the poem is a poetic presentation of this theme.
- 17. Make a study of the passages in which there is a striking use of words referring to colors and to sound.
- 18. Give a rapid sketch of the strange experiences of the ancient mariner.
- 19. The mariner seems to suffer an unusually heavy penance for the killing of a mere bird. Show the deeper meaning of the poem.

Do not make a poor excuse, Waiting, weak unsteady; All obedience worth the name Must be prompt and ready.

-Phoebe Cary.

# THE APPLICATION OF NUMBER WORK IN NATURE STUDY

SPENCER JARNAGIN MC CALLIB, THE UNIVERSITY OF CHICAGO

A PAPER twice as long as this could easily be written as a polemic against the too prevalent practice of teaching arithmetic in se and without proper reference to the other subjects of the curriculum. is not my purpose, however, to enter into an extended argument against the formal methods of teaching numberwork, such methods have already received stronger condemnation than I am able to give them. I shall assume, therefore, as evident that a purely formal subject like arithmetic should be closely integrated—incarnated as it were—with subjects of more intrinsic worth. It is in the development and the clarification of these subjects that numberwork finds its real value. Wherever there is a quantitative relationship to be determined, and whenever the pupil finds it necessary to his progress to make this determination, then the use of numberwork finds its justification.

Numberwork cannot be successfully injected into the material, but it must arise out of the conscious need of a solution of the problem. Indeed, this seems to be a truism in actual business affairs. The banker and the broker use percentage, discount, commission, etc., because these arithmetical relationships are felt necessities in the furtherance of their work. Their interest is primarily in a familiar content and only incidentally in the form which embodies this content. To them, then, the solution of the problem in percentage is interesting, because worth while

Yet it is just here that the presentation of arithmetic in the ordinary school breaks down. Bank discount, brokerage, stock exchange, etc., in se, are not interesting to the young pupil, since their content is totally unfamiliar. The pupil, moreover, has no real purpose in the solution of the problem; consequently the interest—if

there be any—is that belonging to mental gymnastics. The makers of arithmetics have copied the forms of business life, but have missed the spirit. At the risk of repetition, I urge that numberwork must be evolved out of a content in which the pupil is vitally interested. Ordinary problems, such as, "If a hound can take two leaps to the hare, then." etc., are species of mental folderol.

Aside from the lack of real interest and loss of time involved in the formal presentation of numberwork, another serious evil is to be noted: Arithmetic taught as a discrete subject tends to remain discrete. Unconnected and uncorrelated with the larger and richer subjects of the curriculum and of the daily life of the pupil, its use does not become habitual, since its accustomed content is not that of daily experience. Hence, the average person drops the use of mathematics just as soon as school days are over.

On the other hand, however, the incorporation of numberwork in an experienced content insures for it all the interest, and all the stability and permanence that belongs to the content itself. The interest, moreover, originally felt in the subject-matter is strengthened, since new relations are brought out and fresh determinations are made. The result is increased accuracy and clearness of conception—which is the essence of science.

I have stated the above principles very succinctly, yet I trust sufficiently clearly for the purpose of putting forth the ideas that have been the controlling motives in the presentation of numberwork as an organic part of a series of lessons given in the Fifth Grade of the Elementary School of the University of Chicago. The central topic of the series was "The Cereals of North America." It is not essential to state here the outline used in the develop-

ment of the subject-matter; let it suffice to remark that maps, pictures, drawings, reading lessons, actual planting of seeds, etc., were freely used as the work progressed. The problems given below arose out of a visit to a flour mill. They are in no sense manufactured, but are rather questions arising out of the relationships existing in the material. Consequently they may lack the order and the logical symmetry belonging to a prearranged set of problems found in the arithmetic, yet they possessed for the pupils a real quickening interest as instruments in the successive unfolding of the main topic of study an interest accompanying clear and purposive conception.

An entire morning was given over to an excursion by the class of about thirty pupils to the flour mill of Eckhart & Swan, 377 Carroll Avenue. Through the courtesy of the officials of the mill the pupils, under the able guidance of Head Miller Rachel, were enabled to see the entire process of transformation of the wheat into Beginning with the unloading of the cars on the side track, the storing and weighing of the grain in the elevators, the observation was carried out through each move until the final product was reached. During this observation work the pupils and teachers asked certain questions that were the data for subsequent quantitative Every problem, theredeterminations. fore, is based on the actual conditions found in the business of Eckhart & Swan.

- 1. If a car holds 1,000 bushels of wheat, how many pounds will it hold?
- 2. How many carloads will it take to fill Eckhart & Swan's elevator, holding 800,000 bushels of wheat?
- 3. How long a train will these cars make, if each car is 36 feet long? Answer in feet, yards, and miles.
- 4. How long a time will it take to fill the elevator, working eight hours a day, if a car can be unloaded in 20 minutes? Answer in days, hours, minutes.
  - 5. What is the value of the wheat in Eckhart

- & Swan's elevator, when wheat is worth—(market price) per bushel?
- 6. If the daily capacity of Eckhart & Swan's mill is 2,500 barrels of flour, what is its annual capacity, based on 300 working days?
- 7. If it takes 4% bushels of wheat to make one barrel of flour, how many pounds does it take to make a barrel of flour?
- 8. A barrel of flour weighs 196 pounds; how much of the wheat goes into bran, middlings, and "waste?"
- 9. One twenty-first of the by-product (bran, middling, etc.) is "waste," how many pounds is this to each barrel?
- 10. How many pounds are wasted each day? How many bushels? How much is wasted for the year of 300 days? Answer in pounds and bushels.
- 11. How much bran and middlings in pounds are made each day? During the year?
- 12. Bran and middlings are worth 85 cents per hundred pounds; what is the value of the output of Eckhart & Swan's mill for one day? For one year?
- 13. Flour is worth \$6.25 per barrel; what is the value of the daily output of Eckhart & Swan's mill? What is the value of the yearly output?
- 14. What is the value of the output of flour, bran, and middlings for the year?
- 15. If wheat is worth—(market price) per bushel, how much is it worth per pound? How much is flour worth a pound? How much is bread worth a pound? How much more is bread worth a pound than flour? Than wheat?
- 16. If one acre of ground will raise 18 bushels of wheat (based on Government Report on Indiana, where most of wheat used in Eckhart & Swan's mill came from), how many acres will it take to raise enough wheat to fill the elevator of Eckhart & Swain? How many acres will it take to raise the wheat for the yearly output of the mill?

It was not expected that each pupil should work every example in the above set; yet every pupil worked some of them and was interested in all. An information was gained by the use of these problems that could not be obtained in any other way.

Underlying, and in a sense supporting and increasing, the interest arising out of the development of knowledge concerning the flour mill, was another interest of even more significance and depth—an interest

inherent in social service. That is, the pupils looked forward to, and were inspired by, the idea that they were to tell the rest of the school this information that they had worked out. For it is customary in the University Elementary School for reports to be made from time to time by the various classes on certain phases of their work at the period of the morning exercise before the entire school. For instance, one class may present a drama that they themselves have created, as was done by the members of a French class; at another time a report may be made of a visit to an art gallery. So a morning exercise was set aside for this class to present to the school their visit to the flour mill.

It is outside my purpose to note the features in detail that the pupils worked up and presented at this exercise. Briefly, each pupil of the class had a part in the exercise, and felt that he or she was an active participant in the social life of the school—nay more, was an indispensable agent in its social progress.

The mathematical relations, however, that were brought out in connection with this exercise were as follows:

It takes 800 carloads of wheat to fill the elevator once, and it requires thirty-three days, two hours, and forty minutes to do the work. The elevator requires 4% fillings to run the mill for one year, o a total of 3,500,000 bushels of wheat. It would require a train of over 28,000 feet to fill the elevator once; a train of over twenty-three miles to supply the elevator for one year. The acreage used to supply this one mill alone for a year is 194,444+, or over 300 square miles.

# Again:

The yearly output of flour in barrels is 750,000, worth \$4,687,500. The yearly output of bran and middlings is 60,000,000 pounds, worth \$510,000; while the "waste" amounts to 3,000,000 pounds a year, or over 50 carloads. A comparison of value of a pound of bread was made with value of a pound of flour, and with value of a pound of wheat. [This will be taken up in detail after the pupils visit a bakery.]

The above quantitative relationships were concerned with one mill alone; the emphasis was upon that mill and its capacity and output. This left the pupils with a strong impression of its vastness, and of the resources required to run it. Naturally this led to a comparison with the still greater capacity of the mills of Minneapolis and the matchless resources of the wheat belt ministering to them. It is not necessary to suggest that the study of this mill as a type-form opened the way for incursions into related fields of even richer content.—Elementary School Teacher.

# WHAT INSTRUCTION IN GEOMETRY SHOULD BE GIVEN IN THE GRAM-MAR SCHOOL?

BY CHARLES O. DEWEY

I. That which may be given in correlation with arithmetic.

The kindergarten presents as its first gifts the ball, the cylinder and the cube. The primary children use rectangular blocks to build designs and to count. Large rectangular blocks are divided to illustrate easy fractions and ratios. They early learn to solve easy rectangles both orally and by computation. Later they learn to solve easy triangles. The next step is the solution of rectangular solids. In the grammar grades the children learn to solve the circle, the cylinder and the sphere. Practical measurements in the grammar grades give application for the tables including the Metric System.

II. That which is given in construction and drawing.

Paper cutting and folding leads to making tolerably correct geometrical solids. Drawings of these solids in perspective leads to close observation of their parts and their relations.

III. The practical geometry used in the seventh and eighth years in carpentry and joinery.

By the seventh year the child has many geometrical concepts. He has attempted no scientific or logical definition. They are not arrayed into logical or scientific systems of dependence. He is too immature to undertake a study so serious and so substantial as Euclidian Geometry.

IV. We may teach with profit practical or inventional geometry, in the seventh and eighth years.

The work of Spencer's Inventional Geometry is recommended, because it is arranged for purely inductive work, each problem leading to the next. The answers in most cases are accurately drawn figures. It affords a stimulating effort with carefully recorded, consecutive results. The children work independently under the criticism and encouragement of the help-The interest is sure, the ful teacher. growth in power is gratifying and apparent. Children soon feel their growing confidence from their discoveries and personal triumphs. This is excellent home work. It is a safe preparation for high school. Such preparation, will, in no wise, dull the edge of appetite for, or interest in, deductive geometry to be undertaken in the high school.

### A FEW DONT'S ON CORRESPONDENCE

- 1. Don't say "Enclosed please find—" say "Enclosed find."
- 2. Don't forget to refer in your answer to date of correspondent's letter.
- 3. Don't send out letters or packages with insufficient postage. It is annoying to the recipient to be obliged to pay postage on your letters.
- 4. Don't get into the habit of writing a particular class of letters in one way. There are several ways—it depends entirely upon the individuality of the man.
- 5. Don't forget to enclose a stamped envelope when asking for information.
- 6. Don't repeat your statements. Repetition is a waste of time.

- 7. Don't use long words or obscure expressions. Cultivate simplicity.
  - 8. Don't write on both sides of the paper.
- 9. Don't be too brief. Write enough to convey the meaning you desire.
- 10. Don't forget to be courteous. A discourteous letter meets with disastrous results
- 11. Don't write a letter while in a temper. If necessary to write it at all, give vent to your feelings, read it over carefully and then it will probably be consigned to the waste basket.

# SUGGESTIONS ON DOMESTIC SCIENCE

MISS GEORGIA WITTER, IOWA STATE COLLEGE

- I. FIRST of all make the girls feel that all work well done is honorable; that trifles make perfection and perfection is no trifle.
- 2. Let them learn the construction of the home range—nine cases out of ten their mothers will not be able to help them. Tell them of the different fuels and their value.
- 3. Take up the subject of drinking water, and tell them what constitutes a good drinking water; with this teach cleanliness and cleaning.
- 4. Let them make a study of some of the common starchy foods, for example, the cereals. Take corn, study how corn is grown, how prepared for use, and how and when it is well cooked. Here you may introduce corn meal mush, corn bread and corn soup. In like manner study wheat, rice and macaroni. By working a certain amount of geography this teaching may be made intensely interesting.
- 5. Potatoes, fruits and vegetables may be treated in the same way, as may tea, coffee and cocoa.

Let us be content to work
To do the things we can, and not presume
To fret because its little.

-Robert Browning.



# BENEFITS OF THE SCHOOL CITY

THE necessity for the universal establishment of the School City throughout educational institutions in this country, which has arisen out of the present apathy in public affairs and the present evils of the school room, is picturesquely painted by an advance circular of the Patriotic League in the following forcible words:

"Eternal vigilance is the price of liberty," and the educated people of the United States have not paid the price. As a consequence, the people have lost a part of their liberty, and must labor longer hours, and pay more taxes, because of the dishonesty of public servants; they must lose life, because of bad drainage, dirty streets, bad food and other evils, which might have been prevented by the government if the right officials had been selected. And who select the officials of government? The uneducated. The foreigners, who know nothing of self-government, all vote-directed by mercenary bosses; most of those who have little schooling, vote. Of those who have much schooling, fewer vote. A college and university education is almost a guarantee that a man will not attend the primaries, or perform his other municipal duties. This is not the fault of the books; it is the fault of the school management and method of training. The present system of school government is an absolute monarchy, in which the teacher is the supreme and arbitrary authority. And yet we are seeking to train our children to become citizens of a Republic! primary school to graduation from college the student is made to feel that he has nothing to do with the government of himself or his fellows; that tattling is the highest crime, and to bring a wrongdoer to justice is mean and dishonorable. Secret opposition and disloyalty to authority are constantly fostered.

It is this reprehensible school system, teaching children to stand calmly by, with-

out a word of protest, when they see their schoolmates break the laws of the school, which is to-day developing the men, who shut their eyes and ears to the corruption in the conduct of municipal affairs and the State. And under such vicious training through youth, how can it ever be expected that the people will understand the meaning and the methods of right practice and government?

According to the Patriotic League, the only way this appalling condition of affairs can be remedied is "to systematically train the child, from the earliest school days, in the actual practice of self-government; to train him to wisely cultivate his own conscience, and be governed by it, rather than by that of the teacher; to co-operate with his fellows for the common good, rather than those of anarchy. In other words the only remedy for the apathy of educated men is to train the children to think and act, and form the habits of self-government in the schools and colleges."

To acomplish this purpose the School City compels the child to acquire self-government by actually doing the thing himself. Under the guise of play, the child is trained in the control of himself, and in the government of his equals. He is taught that laws are not to restrict liberty, but to protect rights, and he is taught in the details of their administration. He is exercised in judgment and discrimination through continually deciding between occurring issues. He is trained in estimating the ability of his companions to discharge the requirements of official position, and taught what these duties and requirements are. He is made to realize the obligation of the individual to the community. He is stimulated to strive after the highest excellence, in order to win for himself the suffrages of his companions, which under this system are the reward only of superior moral character. And above all, he is strengthened in character, and made to feel a satisfaction in the right for right's sake.

Froebel, with his kindergarten; Johnson, with his play-school, and Tsanoff, with his playground, have shown conclusively that play is one of the most important factors in fastening the attention and fixing impressions upon the mind, whether in the child The School City is largely founded upon this principle, for it is one round of play, while at the same time it is actual self-government, and by frequent change of officers provides a continual change of scene. It supplies an unending amusement because each child is both actor and spectator on a miniature stage, which counterparts the serious business of his elders. In a word, it provides unlimited opportunity for play of the imitative and imaginative faculties, while it encourages and exercises self-respect, self-confidence, courage, astuteness, order, command, obedience, self-control, and all the graces of character.

In the School City, each pupil is a fullfledged citizen, who without slighting any of his studies, or ceasing to be a scholar, takes an active part in the administration of the school. The school is divided into wards, each with its organization of President and secretary; each choosing delegates to the nominating convention. officers elected are a Mayor, a President of the City Council, a Sheriff, a City Treasurer, a City Attorney, Judges, and an Alderman for each ward. There is a Board of Health to prevent an accumulation of dirt, and a Police Board to enforce discipline. The officers rank in the scholars' minds next to the faculty, and the discipline is exceptional, the police maintaining better discipline than could be done by any teacher. So powerful is the force of public opinion that no one thinks of evading a penalty. The nearest approach to contact with the School City made by the teaching staff is that the faculty constitutes a State Court of Appeals, with the principal as the Presiding Justice. This Presiding Justice also holds a veto power, which serves as a restraining and guiding influence over the entire government.

# CLASS VERSUS INDIVIDUAL INSTRUC-

SUPT. CHARLES LOSE, WILLIAMSPORT, PA.

Much class instruction is devoted to bringing the contents of the learner's mind to the point of adequate oral expression, and this must necessarily be neglected in individual instruction. The class recitation is always more or less of a drill of the important points in the day's lesson and a review of the work of past lessons; in individual teaching these features of the recitation must be lacking to a very great extent. Skilful class instruction strives to awaken a lively interest in the subject under discussion, and to arouse and center upon it the close attention of the pupils, two elements absolutely essential to the thorough teaching of the lesson, and these elements also are lacking in individual instruction. Class standing or the desire to be efficient is a strong motive in the educational development of a large number of pupils, and not at all harmful if carefully guarded; individual instruction affords little or no opportunity to appeal to this motive. Class teaching demands and encourages independence and self-reliance in work and the best efforts of the medium and the superior. child, while individual teaching has a strong tendency, unless managed with unusual care, to foster dependence and to care for the poorer pupil at the expense of the better pupil. Or, in other words, class instruction strengthens the average and the best pupils, and individual instruction only makes easy the work of the poorest pupils.

The noblest motive is the public good.—Virgil.

# Best to Be Found

### LET US TAKE LEAVE OF HASTE

CLINTON SCOLLARD.

ET us take leave of haste awhile,
And loiter well content
With little pleasure to beguile,
And small habiliment—

Just a wide sweep of rain-washed sky, A flower, a bird-note sweet; Some easy trappings worm awry; Loose latches for our feet;

A wheaten loaf within our scrip; For drink the hillside spring, And for true heart companionship The love of loitering.

We want so much, and yet we need So very slight a store, But in the age's grip of greed We hurry more and more.

The woodland weaves its gold-green net;
The warm wind lazes by;
Can we forego? can we forget?
Come, comrade, let us try!

—From the Outlook.

CHILDREN cannot be forced to like the school. They like it only when it is worth liking, and when they like it they learn. The finest school apparatus will not atone for a charmless school ground.—Prof. L. H. Bailey.

INTERNATIONAL, interstate, and intercity letter-writing should begin now in the schools. There should be not only an exchange of news, but of photographic views, and such specimens of products as can be sent conveniently by mail. All the correspondence should of course be under the supervision of the superintendent, principal, or teacher.—Western School Journal.

Do things on time. You will make your mark in the world if you always do things you should do and at the appointed time. The most trouble is caused in the world by people who forget and delay and finally only half do what is their portion of the world's business. Make it your motto to do on time what you promise to do and the other things that are yours to do.— Nebraska Teacher.

PERMANENCY of our work and influence as individuals depends further upon our sympathy with our pupils and co-workers. It is not quite enough that we intend to be sympathetic or that we are really kind at heart. More than in any other calling some of this kindly and helpful spirit must often be in sight. In our student life we can call to mind at least one teacher or principal whose influence upon us has been a perpetual blessing. A purpose to win the confidence and to affect the life and character of those about us is a most worthy ambition.—Supt. C. F. Carroll, Rochester, N. Y.

Examination Answers.—A Brooklyn school-teacher sends some answers given by boys in her class in a recent examination:

"What are zones?"

"Zones are belts running around the earth giving out heat as they run."

"What do we import from Italy?"

"Italians."

"Of what is the earth composed?"

"Sand, water, air, and human beans."

"What causes a fog?"

"The night before."

"Name two things we import from Africa?"

"Ivory and Ivory soap."

"Order is heaven's first law." It is the first law of the school room, too. But it must not come because the teacher has a gad; it must come as the result of good work going on. It may be necessary at times to require good order; but it is far better to have it come as the accompaniment of earnest, honest application to study. The best teacher gets good order as a by-product.—West Virginia School lournal.

LET the soul that is within you, teacher, respond to the heart throbs of the little child. If you are not too old to remember your own childhood days, just think of the pranks you performed, of the notes you wrote, of the examples you copied, of the gum you chewed, of the paper-wads you shot—and maybe you will have some compassion on the youngsters following so diligently in your own footsteps, in your own schoolroom.—Wisconsin Journal of Education.

What to tell me.—Tell me all the good you can about the people that you know. Tell me only the good about the people of whom you speak. Tell me the things which will make me think well of people and of life. Tell me the things which will make my sun shine, my heart glad, and my soul to rejoice. Tell me the things which will straighten up my thinking, and give me the right principles of work and of play and of thought. Tell me the things which will make me ashamed of compromise and pretense.—Edward Franklin Reimer.

HOME-MADE STENCILS.—Any teacher may make her own blackboard stencils at a cost not worth considering, and have quantities of appropriate designs for all special occasions. Purchase a pantograph (all department stores keep them at from twenty

to fifty cents) and use it to enlarge outline designs which may be found in school journals, magazines, advertisement supplements, etc. This is a perfectly simple device which a child could manipulate. The designs should be traced on a tough paper, preferably parchment, as that does not tear easily, and then perforated by means of a sewing machine, using a fine needle and the long stitch. The design is then transferred to the board in the usual manner.—Alice C. Fuller.

"What per cent. of prisoners under your care have received any manual training?" a northern man asked the warden of a southern penitentiary.

"Not one per cent," replied the warden.

"Have you any mechanics in prison?"

"Only one mechanic, a house painter."

"Have you any shoemakers?"

"Never had a shoemaker."

"Have you any tailors?"

"Never had a tailor."

"Any carpenters?"

"Never had a man in prison that could draw a straight line."

Manual training means hand training, training of the hand to do some kinds of skilled productive labor.—Michigan Advocate.

THEY DIDN'T CATCH THE IDEA.—"Who can tell me who our first president was?" recently asked a teacher in the primary department of a Philadelphia school.

"George Washington," instantly answered a bright boy.

"George Washington was our first president," replied the teacher, "and that is what you should have said. Never reply to such questions in monosyllables. I want all of you to remember this. Now who can tell me what I have on my feet?"

"Shoes," spoke up one boy.

"You have not answered correctly," re-

plied the teacher. "Who can answer that question in a correct manner?"

"Stockings," suggested another boy.

"No, no, no! That is not the way."

At this a diminutive boy in a back seat began eagerly to wave his hand.

"Well, what have I on my feet, John-nie?"

"Corns," replied Johnnie, triumphantly.
—Philadelphia Ledger.

STOPPING THE PAPER.—An acquaintance met Horace one day and said: "Mr. Greeley, I've stopped your paper." "Have you," said Horace. "Well, that's too bad," and the old white hat went its way.

The next morning Greeley met his subscriber again, and said: "I thought you had stopped the Tribune?" "So I did." "Then there must be some mistake," said Horace, "for I just came from the office and the presses were running, the clerks were as busy as ever, the compositors were hard at work, and the business was going on the same as yesterday and the day before." "Oh!" ejaculated the subscriber, "I didn't mean that I had stopped the paper; I stopped only my copy of it because I didn't like your editorials." "Pshaw!" retorted Greeley," "It wasn't worth taking up my time to tell me such a trifle as that. My dear sir, if you expect to control the utterance of the Tribune by the purchase of one copy a day, or if you think to find any newspaper worth reading that will never express convictions at right angles with your own you are doomed to disappointment."—Opt. Journal.

GAMES OF NOTED MEN.—The teacher begins by saying, "I know a celebrated poet, the first part of whose name is very black, and the last is an elevation."

The pupil responding "Coleridge" in turn

describes the name of some other noted person. For instance, "Shakespeare;" saying, "I know a noted author and poet the first part of whose name people do when cold, the last part is a weapon of warfare."

Only give the profession, nothing else. The following names readily lend themselves to this simple but instructive little game:

Words-worth.
Shelley. (Shell-lea.)
Church-hill.
Wal-pole.
Web-ster.
Washington.
Long-fellow.
Black-stone.
Isack Walton. (Eye-sack-Wal-ton.)

---Exchange.

HISTORY is life-motion. To how many children is history real? Is it to them life-motion or a mere series of names—words?

To hear of Marquette, his work, is to hear of a person who, more than two hundred years ago, lived, struggled, and succeeded; but to a child two thousand years are as near as two hundred years. Can these people who made history become real? Can children think of them as men who were active? For they were active, the laggards have lost, swept under in the current of time. Can children be made to realize their hopes, the difficulties and dangers which they met and overcame?

A child asked her teacher, "How do you know what these men who lived so long ago did?"

She was able to answer, "We have their letters and reports." Later she read to her class abstracts from some of these letters.

Source work in a class-room, if properly done, will interest children, will help them to think of the people who have made history as just as real as those who are now living.—The Teacher.

# **Editorials**

CULTIVATE the art of being cheerful.

\* \* \*

CHEERFULNESS is more to be desired in the school room than great learning.

\* \* \*

Why assume an air of awful severity when addressing pupils? Remember that a smile attracts and that a frown repels.

\* \* \*

WHEN you do not know what else to do with a bad boy give him a course of manual training. That will help keep him in school and make a mechanic out of him instead of a loafer.

\* \* \*

SHALL "Old Ironsides" be allowed to go to the graveyard, or will the American people urge Congress to keep her as a permanent memorial of the days when she was mistress of the sea?

\* \* \*

POOR Dougherty of Peoria, Ill., is a candidate for a position at Joliet. How the mighty fall when they get the itching palm. The humble pedagogues may thank their lucky stars that they have no opportunity to juggle with high finance.

\* \* \*

It is a fact that cannot be gainsaid that pupils of to-day do not give their teachers that respect to which they are entitled. What can be done to instill in the pupil's mind a sense of reverence and respect for those who instruct him? This is a topic on which we invite discussion. Let us hear from some of our readers.

\* \* \*

HOLMES, Poe, Cooper, Bancroft, Phillips Brooks, Mark Hopkins, Motley and Parkman were black-balled at the recent election for places in the Hall of Fame;

but their names and fame will be writ large on the hearts of an appreciative people long after the members of the "one hundred chosen professors or writers of American history," who made the selection, are dead and forgotten.

\* \* \*

It is reported that a Syracuse lad, one of the brightest of the high school graduates, has been forced to quit the Webb Naval academy at Fordam Heights, N. Y., because he is a Jew. The superintendent is alleged to have informed the boy's father, in a personal interview, that he could not prevent the pupils from hazing his son. He acknowledged that he was running the institution, but that it was asking too much to expect the Jew's son to receive the same treatment as the other boys. The head of any school who will take that attitude is a moral coward. Although a private institution, the academy is under government control, and therefore should give an equal chance to Tew and Gentile.

# TRADE SCHOOLS

We prophesy that the next great step forward in education will be the general establishment of trade schools. The days of apprenticeship are gone forever, and while we would not wish them back we recognize that in their passing they left practically no opportunity for the young man to become proficient in a trade.

There is at the present time a great demand for skilled workmen, and we regret to say that the demand is being largely supplied by the importation of foreigners. This cannot go on indefinitely without reducing the status of the American laborer. The only remedy is the trade school—the free public trade school,

open to all graduates of elementary schools. The eagerness with which the slight opportunities now offered by technical schools, such as Cooper Institute, are seized, the popularity of the technical instruction given by correspondence schools, the crowding of the evening trade schools recently opened in New York city indicate the feeling of the people in regard to this matter. They will soon demand that the trade school be established on the same basis as the high school.

# ON THE TRAIL OF THE MILLIONAIRE

ONE of the most disgusting features of modern life is the chase by people engaged in educational and philanthropic work after the money of the millionaire. Does a college need a new building? Immediately the college president and the trustees proceed to hunt up a millionaire and supplicate him for a gift. Does a city or village need a new library? The city fathers appeal to Carnegie and humbly implore him to grant them the great boon he has bestowed on many others. Does a church need money for missions or church extension? The bishops and other church leaders turn to Rockefeller, "Give us money, only give us money for the noble cause we represent," is their beseeching cry. Does a political party need money for campaign purposes? The party managers humbly pray, or in blackmailing spirit demand, a contribution from the millionaire.

Note the picture presented: A millionaire is passing along the street; behind him comes a horde of beggars labeled college presidents, college trustees, mayors of cities, town fathers, ministers of the gospel, bishops, politicians, statesmen. Their look is most abject and their pleading most humble. The rich man stops for a moment to scatter coins among them, and they with profuse thanks and

fervent words of praise eagerly seize the proffered gold.

This is no fanciful picture. It is merely a graphic representation of actual facts. Some of the ablest men of our country are degrading themselves and the cause they represent by seeking and accepting the gifts of men of wealth. We say degrading themselves because, having become obligated to the kings of finance, they are no longer free men. They can no longer speak their message without fear of reproach, but soften it lest they offend their benefactors.

The effects of the policy of dependence on the millionaire are far-reaching. Only a few years ago a man of mediocre ability was chosen president of a great college simply because of his intimacy with certain men of wealth. For some time past political parties have demanded that their candidates have wealth or be able to secure it from friends. Newspapers to a large extent are under bondage to wealthy corporations; so much so that many news items and editorials are designed to suit the purposes of these pat-Our preachers too often speak softly and carry no big stick in their crusade against the unrighteousness of mam-

We need a new spirit—a spirit of selfreliance, of independence of character. and at the same time a spirit of coopera-Every individual, every society, every municipality, every State and every nation must be self-reliant but always ready to help others in working for the good of all. It demeans an individual to beg of others what he can provide for himself; it demeans a city to solicit from a corporation or an individual benefits that should be provided by public taxation; likewise it demeans a State to ask to have its functions performed by individuals or corporations. Better the simple life with independence than luxury with submission.

# A VACATION TRIP TO MUSKOKA

The Muskoka Lake region in the Highlands of Ontario is a most desirable place in which to spend a vacation, as we learned by a very pleasant experience during the last summer. This section of country ought to be much better known, for its attractions are numerous, it is easily reached, and its hotel and boarding house accommodations are so extensive and so moderate in price as to be within the reach of every-

body who can afford 'a take a vacation.

The principal lakes are, three in number, Muskoka, Rosseau and Joseph; they are filled with islands which are covered with a dense growth of trees, pine, balsam, cedar, birch, maple, etc., and these islands and the shores of the lakes from one end to the other are dotted thickly with cottages and hotels for the use of summer visitors. Hundreds of people from the city of Pittsburg and other towns of western Pennsylvania have been coming here year after year. These families have their large and comfortable cottages, their steam launches, their canoes and sailboats, and spend a pleasant and restful summer far from the noise and turmoil of the smoky

The country is still a wilderness, and when the have been closed for the winter it must be desolate and forlorn; but for four months of the year it is a busy, bustling scene. Lakes Joseph and Rosseau are connected by a narrow passage, and the latter is connected with Muskoka by a winding stream called Indian River. Lake Muskoka is several feet lower than the other two lakes, and boats passing from one to the other must go through a lock at Port Carling. The steamers of the Muskoka Navigation Co., ten in number, make daily trips around these lakes and touch at the principal ports twice

each day.

The finest hotel on the lakes, and undoubtedly the finest summer hotel in Canada, is the Royal Muskoka, situated on a beautiful island in Lake Rosseau. It is modern and up-to-date in all respects, and offers to its guests every comfort and luxury that can be found in the best city hotels. The public rooms are spacious and convenient, well furnished and well cared for; all the bedrooms are provided with hot and cold water, and many suites have dressing-rooms and private baths. The walks about the hotel are many and charming, and the scenery is pictures-

que and grand.

Beaumaris Hotel on Tondern Island in Lake Muskoka is very home-like and comfortable and accommodates about two hundred people. Nearly all the steamers on the lakes stop at Beaumaris twice each day, and the dock at which passengers land is a lively place from morning until night. Launches and rowboats from the neighboring cottages come in every morning to meet the mail steamer from Muskoka Wharf and a jolly crowd of people loiter about the dock and along the shore, visiting and exchanging the news of the neighborhood and idling away the hours. Scores of other hotels and boarding houses are scattered here and there along the lakes, and prices range from \$5 to \$30 and more per week, according to accommodations.

The altitude of this region is about 1,000 feet above sea level, and hay fever, that annoying and persistent disease from which so many people suffer, is almost unknown. The writer has visited many of the most noted hay fever resorts during the last ten years, including Nova Scotia, Bethlehem, N. H., and Lake Placid, N. Y., but nowhere else has he found the relief and freedom that he found at Muskoka. went there with some hesitation and doubt, fearing that the elevation was not sufficient to afford relief, but the results far surpassed his expectations. The flowers and grasses whose pollen appravates the disease are not found in this rocky region; the prevailing winds blow from the broad expanse of Lake Huron and the Georgian Bay, and passing over a few miles of intervening forest reach the lakes, bearing the odor of the balsam and the pine. The air is pure, dry and bracing and Muskoka may well be called the hay fever sufferer's paradise.

# ARTICLES OF INTEREST TO TEACHERS IN THE CURRENT MAGAZINES

Woman's Home Companion.—Should Our Boys Play Football? By President Charles W.

Eliot, Harvard University. (November.)

The Outlook.—The Twin City of the Magyars. By Elbert F. Baldwin. (Magazine Number for

November.)

Cosmopolitan.—The Crisis in Scandinavia. By H. H. Boyesen. (October.)

Appleton's Booklover's Magazine.—Vladivo-stok. By Alexander Hume Ford. (October.) The Critic.—The American College Girl's

Ignorance of Literature. By Jeannette Marks; Philadelphia in Literature. By Anne Hollings-

worth Wharton. (October.)

St Nicholas.—How to Study Pictures; A Talk
About the Panama Canal; Nature and Science

for Young Folks. (October.)

Review of Reviews.—President Diaz on Trans-continental Trade. (October.)

International Quarterly.—Business Methods in China. By Jeremiah W. Jenks; The Mythologies of the Indians. By Franz Boas. (October.)

Atlantic Monthly.—Our Changing Constitution. By A. P. Dennis; The Cowardice of Culture. By Thomas Wentworth Higginson. (October.)

World's Work.—Our Mix-up in Santo Domingo. By Eugene P. Lvle. (October.)

The World To-day.—The Amusements of the

London Poor. By Percy Alden.

#### HOW ARE PENS MADE?

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# THE SCHOOLS OF NEW YORK STATE

THE SUPERINTENDENTS AT BUFFALO

"Put Me Off at Buffalo" was the title of a neat circular of information issued for the benefit of the members of the Council of School Superintendents who attended the twenty-third annual meeting, October 18th to 20th, and those who went were not disappointed in the cordial hospitality shown by the city.

Miss Julia Richman, of New York city, who was to have given the principal address, was unable to be present, but Dr. J. S. Taylor, another district superintendent of the metropolis, told the delegation what he thought of the present methods of teaching children oral expression. He said that teachers talk so much that the children have no chance. Rev. O. P. Gifford, D. D., of Buffalo, spoke of the necessity of physical and moral training of the young, and Superintendent Emerson said, with a smile of satisfaction, that Buffalo had spent \$2,500,000 for its schools during the ten years he has been in charge. He also declared the Buffalo schools were now out of politics.

Both President Clinton S. Marsh and Vice-President S. B. Howe were absent, and Charles E. Nichols, of Mount Vernon, was chosen tem-

porary chairman.

The Thursday morning session was devoted largely to a discussion of tenure of office, led by F. D. Boynton, of Ithaca, who made some strong arguments in favor of such a law. Superintendent Benedict, of Utica, favored a probationary period of five years in a teacher, and then said that he favored a tenure of office bill that would place an efficient teacher beyond the possibility of running the gauntlet of an election every year.

C. E. Gorton, of Yonkers, said that he would oppose any bill that made permanent the positions of teachers in the schools. "I have never known a good teacher to lose her position," said Mr. Gorton, "but I have known incompetent teachers who are holding their positions and cannot be got rid of. A good teacher will never be out of a position."

A rising vote, on motion of Mr. Blodgett, showed that no one was opposed to the measure. A roll call was demanded on the motion to refer the matter to the legislative committee. It resulted in every one but members of the commit-tee voting for the motion.

A resolution introduced by Superintendent Boynton was passed, instructing the legislative committee of the council to work for the passage of a law making nonresident high school tuition paid by the State a rebate on the pub-lished local rates of the schools receiving such nonresident students.

Mr. Gorton presented the report of the legislative committee, which showed that no legislation in which the council was interested had been passed by the last Legislature. Mr. Gorton paid a high tribute to the late John Brandagee, of the Utica Board of Education, who left his great wealth for the endowment of a free library in

that city.

Suitable resolutions on the deaths of Superintendents Alexander Falconer and R. A. Roulston, of Waterford, H. H. Snell, of Hoosick Falls, and John Milar, of Peekskill, were presented by Edward Hayward, chairman of the

necrology committee, and adopted.

Rochester was chosen as the next meeting place of the council. The following officers were elected: President, Leigh R. Hunt, of Corning; vice-president, Charles F. Walker, of Elmira; secretary and treasurer, E. L. Lantman, of Port Chester.

THE SYRACUSE MEETINGS

On October 19th a meeting of the presidents of the Grammar School Principals Council, the Training Teachers Conference, the State Science Teachers, the Classical Teachers, the Drawing Teachers, and the State Teachers Associations was held in the office of Superintendent Emerson in Buffalo. Four of the presidents were present in person and two by proxy. The object of the meeting was to arrange for the joint programs and the separate programs for the Syracuse meeting, December 27th to 20th.

The entire scheme was freely discussed and the following conclusions reached: (1) That all meetings of the above-named organizations be held in the Syracuse High School Building December 27 to 29, 1905; (2) that union programs be given on the evening of December 27th, on the morning of December 28th, and on the evening of December 28th—three in all; (3) that all other meetings of the above organizations be the same this year as heretofore excepting that the section meetings as previously conducted by the State Teachers Association be held with the corresponding State organizations above named; (4) that the question of "a more perfect union" be placed upon the program and acted upon by each separate organization after free and full discussion. The plan which seemed to be most favored was federation along the lines of the N. E. A.

# **OBITUARY**

#### ROBERT S. ROULSTON

The death of Robert S. Roulston, the new superintendent of schools at Waterford, was one of the sad events of the past month. He was elected to the office during the summer, but soon after his arrival at Waterford was taken seriously ill. He called the teachers together at the opening of the fall term and presented his plans for the year, but was able to continue his work no longer, for he became worse and died a week later. Mr. Roulston was a man of exceptional attainments. Since his graduation from St. Lawrence University he had risen rapidly as an educator. He first taught at Rockford and Trumansburg, and in 1890 became principal of the Oneonta High School. During six years of very successful work at the latter place he won the respect and love of the townspeople. At the time of his death he was president of the Hudson River Schoolmasters' Club. Mr. Roulston was born at Dekalb forty-two years ago. The interment was at Heuvelton.

#### GEORGE M. BURR

George M. Burr, formerly principal of one of the Amsterdam grammar schools, died at the Utica Hospital early in October. His father, Lucius Burr. was for many years principal of the high school at St. Johnsville.



#### COUNTIES

All readers of American Education are cordially smoited to contribute items of interest suitable for publication in this department.

Albany.—The fall meeting of the Hudson River Schoolmasters' Club will be held Friday and Saturday, December 8 and 9, 1905, on the general plan of former meetings. There will be an evening session at the Ten Eyck, with a dinner to members of the club and their guests; at 6 o'clock a reception in the parlors; at 7 the dinner and at 9 the speaking. The orator of the evening will be William J. Long, Ph.D, author and naturalist, whose theme is "Nature and Education." Other guests are Ossian H. Lang, editor of the School Journal, and Prof. Charles De Garmo, of Cornell. Notice from those intending to be present at the dinner should reach the secretary by Thursday noon, December 7th. College songs are planned for the evening, to be led by a male quartette. The morning session will be held from 9.30 to 12.30 on Saturday. The topic for the morning is the "Educative Value of the Various Subjects of the School Curriculum," the discussion of which will be led by Dr.

Ossian Lang and Prof. De Garmo.

The Howe system of reading has been introduced at Ravena. Miss Etta Barnett, an Albany normal graduate, was added to the faculty this year. There are now eight teachers. Miss Alma Swab is the new preceptress. Principal Morey expects to graduate a class of six next June. Of the recent alumni, one is at West Point, one at Union College, another at the Albany Normal College and one taking

a post-graduate course at Syracuse.

The Cohoes Board of Education has accepted the bid of L. E. Knott, of Boston, for physical and chemical apparatus for the high school.

Broome.—Superintendent Banta, of Binghamton, is an enthusiastic supporter of the night school idea. The school was so successful last winter that it will be continued this year. Frank A. Johnson, who made such an efficient principal last year, was reappointed. -Miss Mazie Owen, an Elmira graduate, has been appointed a teacher at Robinson street school.—The Board of Education at Binghamton has adopted the following resolution concerning the teachers' salary schedule: Re-solved, That the minimum salary for grade teacher, except college graduates, in the city schools, shall be \$400, and that an annual increase of \$25 shall be made to the salaries of all grade teachers whose work is satisfactory to the committee on teachers and the superintendent, such increase to be granted annually under the conditions named, until the close of the fourth successive year of service in the Binghamton schools. After this time salaries shall be increased only on a special recommendation in writing, signed by the entire committee on teachers and the superintendent, asking that such salaries be increased to the maximum of \$500; and when the maximum salary shall be granted to any teacher,

the contract with such teacher shall be made permanent, subject to the pleasure of the Board of Education. The salaries of teachers who are college graduates shall not be subject to the foregoing schedule.—The teachers of Binghamton are to have a course of pedagogical lectures this winter, the expense of which will be borne partially by the Board of Education and by the teachers. Arrangements for lectures by John Quincy Adams, of Chicago, District Superintendent D. L. Bardwell, of New York, and Dr. A. E. Winslip, of Boston, have already been made and negotiations are pending with Dr. G. Stanley Hall, president of Clark College, in Worcester, and Dr. George A. Vincent, dean of Chicago University, all educators and lecturers of the highest order.

Cattaraugus.—The High School Argus, published at Harrisburg, Pa., contains a half-tone reproduction of the new principal, W. S. Steele, and a brief account of his educational

record, which we reprint:

"Prof. Steele is a native of New York State. He prepared for college in the Canandaigua Academy, Canandaigua, N. Y. He then entered Hamilton College and in 1889 was graduated from the same with honor and degree of A. B.; later he spent one year in the University of Michigan, after which he taught law and Latin in the Fairfield Military Academy in New York. He has also held the following positions since then: Vice-principal of Delaware Academy, Delhi, N. Y.; principal of Salida Academy, Salida, Col.; principal of Hancock High School, New York; principal of Griffith Institute, Springville, N. Y.; principal of Olean High School and president of the Associated Academic Principals of the the Associated Academic Principals of the State of New York, which he resigned on ac-cepting the principalship of Harrisburg High. The interest shown in Prof. Steele's speeches on current events is already widespread among our students. Truly the great teacher is the one who enters into our lives as well as our lessons, who laughs with us out of the schoolroom and who manifests an interest in our moral, spiritual and physical welfare, and such one we find in our honored principal."

Through incorrect information we stated in our September number that Mr. Steele did not get the Harrisburg position. We are very glad to correct the error at this time, and extend our best wishes for his success in his

new field.

Cayuga.—Principal Hopkins, at Weedsport, had the misfortune to break a leg recently, necessitating his resignation. The board gave a unanimous call to W. L. Harris, of Port Byron, where he has been principal for ten years, to take charge of the school until Prin. Hopkins recovers.

Chautauqua.—On the recommendation of Superintendent Wiley, the Dunkirk Board of Education is installing a card system for keeping a record of the pupils. The plan is to have each pupil's record from the time of

entering school in the lowest department until graduation kept in a condensed form on a card, where it can be consulted at any time. There are to be two cards for each pupil, one to be kept in a filing cabinet in the superintendent's office, the other to be kept in a small cabinet in the school to which he is attached.

Chemung.-Elmira is beginning to think seriously about introducing manual training in the public schools.

Clinton.—Principal M. D. Losey remains at Mooers another year at a \$200 increase in salary, a mark of appreciation for the earnest work he has done during his two years' service. Mr. Losey organized the first training class there, the academic attendance has class there, the academic attendance doubled and the board has increased teaching force from five to eight. The school has a special teacher of music and a manual training course is being planned for next year.

Principal Watson, of the high school at Plattsburg, will act also as superintendent, succeeding Superintendent Preston.

Cclumbia.—The autumn meeting of the Hudson River Teachers' Association was held at Hudson. October 21st, under the auspices of the following officers: President, Principal Scott Youmans, Athens; vice-president, Principal M. B. Hilligas, Chatham; secretary, Miss M. Blanche Smith. Athens; treasurer, Principal Earl B, Slack. Kinderhook; executive compilers Superintendent I. T. P. Colling. Continuations. mittee, Superintendent J. T. P. Calkins, Cat-skill; Miss Catherine R. Swinnerton, Hudson High School.—W. H. Waterbury, of Sacketts Harbor, succeeds Abram Deyo as principal at Philmont.

Dutchess.—Red Hook has a handsome new building, which was completed during the summer. At a recent meeting of the board it was voted to employ another teacher in the academic department to assist the principal, H. J. Ackerman.—The inspection division of the State Department of Education has severely criticized some of the public school buildings of Poughkeepsie, including the high school. Inspector Wood concludes his letter to the Board of Education with the following paragraph: "Allow me, in conclusion, to express my surprise at this disgraceful condition of school buildings found to exist in your city. I little supposed that such a condition-were possible in any city of the State. Your board will be derelict in the performance of its duties if it does not adopt every needed measure at once to remedy it."—Miss Bessie Tompkins, a graduate of Vassar and a specialist in biology, has been appointed a teacher in the high school.

Erie.—Superintendent Searing, of wanda, addressed the annual meeting of the New York State Assembly of Mothers on the "Relation of Home and School."—Miss Juli-ette Du Val, of Niagara Falls, a Buffalo normal graduate, has been engaged to teach German at Tonawanda.

Superintendent Emerson spoke to the senior and junior classes of the City Training School recently on the subject of grading schools. Superintendent Emerson advocated a system of half-year grading in the higher grades, and in the lower grades he thought the children should be graded every ten weeks. He said this had been found necessary, because the small children vary so much in aptitude. He said he was in favor of the system of com-pelling one-half of a class to study while the other half of the class was reciting in the same room, because he thought it trained the children's power of concentration.

Fulton.—The institute at Broadalbin was one of the most successful ever held in Fulton county. The enrollment was 128. James P. Magee was elected vice-president of the Teachers' Association, to replace George W. Lyon, who has removed from the county. Commissioner Van Buren, Bert Burrows, principal at Mayfield, M'ss Sarah Johnson, of Gloversville, Miss Cassie Divers, of Johnstown, and Miss Ina Smitten, of Vails Mills, was a proported a committee to a progress of the control of the county. were appointed a committee to arrange a program for the annual meeting.

Greene.—Malcolm G. Thomas, principal at Stony Point, succeeds George H. Harten at Coxsackie. Mr. Thomas is a Union College graduate and has done post-graduate work at University of Pennsylvania and Columbia Uni-

Herkimer.—We have received the annual catalogue of the West Winfield High School. Floyd Hurlbut is the principal. The total attendance for last year was 237.

The Herkimer Democrat of October 7th has

an article about the schools of Mohawk and the members of the faculty. Principal E. E. Smith has won already the esteem and confidence of the people of that village.

Jefferson.—The fifteenth annual meeting of the Jefferson County Teachers' Association was held at Theresa October 20th to 21st, under the auspices of the following officers: President, W. J. Linnell, Brownville; vice-president, Mrs. H. A. Merrill, Carthage; secretary-treasurer, Burt Alverson, Dexter.

Monroe.-The Teachers' Association of the first commissioner district elected the following officers at their annual meeting, held at Webster during institute week: President, William J. Whipple, Penfield; vice-president, Minerva Deland, Fairport; recording secretary, Marvin Fox, Penfield; corresponding secretary, M. D. Furman, Despatch; treasurer, J. D. Gray, Rush. One of the features of institute week was a prize speaking contest. Mabel Thomas, a pupil of Principal Whipple at Penfield, was unanimously selected as winner of the first prize, \$10 in gold by the following committee: Conductor Sanford, Superintendent Boynton and T. G. Armstrong, formerly of Medina. John Drake of Webster, secured the second prize of \$5 in gold. Principal Whipple thinks he has one of the best speakers in the State for a girl of sixteen, and would not object to enter her in a contest with other counties.

Miss Frances Brastow, of Syracuse, who has had about ten years' experience in teaching and is a graduate of the Albany Normal, has been elected teacher of the eighth grade

at Fairport.

The Monroe county grand jury has condemned the harsh discipline in vogue at the State Industrial School.

Niagara.—The Board of Education at Niagara Falls has granted an increase of five per cent. to the salary of all teachers of that city who have served eight years. After twelve years a further increase of five per cent. would be in order and again after sixteen years' services an additional increase of five per cent.

Oneida.-Frank D. Warren, principal of one of the ward schools at Utica, has been elected superintendent at Utica to succeed Superintendent Abrams, who has been appointed a lecturer in the State Department of Educa-

The Utica Press of September 26 contains a highly complimentary paragraph concerning Harry C. Buck, principal of the Clayville High School. Mr. Buck played an important part in the nomination of W. E. Lewis for school commissioner, making an eloquent and convincing speech which captured the delegates.

Onondaga.—A feature of the evening school instruction at Syracuse this winter will be classes for the benefit of foreigners who desire a working knowledge of the English lan-guage. Principal Henry E. Barrett will have charge of the work. Manual training and sewing have also been added to the lines of instruction, which formerly were confined to the common branches. The statistics of last vear show how this work is appreciated by those whose opportunities have been curtailed or neglected. During the year 587 pupils were registered. The average number belonging to the schools was 424 and the average evening attendance was 351. The cost of maintaining the schools, per pupil, was \$8.69. Twentytwo teachers were employed.

Prof. W. D. Lewis, of the Syracuse High School, who last year gave a number of interesting and instructive entertainments. using lantern slides to illustrate Longfellow's "Evangeline," will continue the same kind of work this year, taking Irving's "Rip Van Winkle" as his subject. For nearly a year Prof. Lewis has been collecting pictures and materials for the entertainment. Last summer, after visiting several of the larger libraries of the country in search of pictures illustrating the action of the story, he spent a week in the Catskills and on the Hudson river photographing the scenery immortalized by Irving in his fascinating story. He now has

over 100 colored lantern slides showing every feature of the story and scenery.

Orange.—The Schoolmasters' Council of the Highlands held a very successful meeting at Newburgh October 13th. A banquet at the Palatine was the feature. Among the speakers were Principals M. C. Smith, Goshen; E. E. Cartricht, Cornwall, and W. J. Miller, Fishkill Landing. R. E. Coon, president of the association for several years, was presented with an engraved testimonial of esteem. Dr. E. J. Goodwin, of the State Department of Education, read a paper on tenure of office, which is printed elsewhere in this issue. Superintendent Baskerville, of White Plains, was acting president of the meeting and Principal S. H. McElroy, of Highland Falls, made an excellent to astmaster. The following officers. an excellent toastmaster. The following officers of the council were elected for the ensu-ing year: President, Dr. Clarence Woolsey, of Irvington; vice-president, Principal S. H. Mc-Elroy, of Highland Falls; secretary and treasurer, Principal Ira D. Minard, of this city; members of the executive committee, Superintendent S. R. Shear, of Kingston, and Superintendent James M. Crane, of Newburgh.

A course in reading has been adopted for the benefit of the children of Chester, through the efforts of Principal M. L. Dann. The idea is to cultivate in children a liking for good books, and in a circular letter to parents their

aid is earnestly solicited.
D'Ooge's Latin Composition has been

adopted at Port Jervis.

The Orange County Teachers' Association has elected the following officers: U. F. Axtell, of Tuxedo, president; Miss Florence Hotchkiss, of Cornwall, first vice-president; Mr. Edson, second vice-president; Orville Eichenberg, of Monroe, secretary; Miss Farrand, of Goshen, treasurer.

Orleans.—Albion is to have a new high school building.

Otsego.—Principal Harry W. Rockwell, the new principal at Oneonta, is a graduate of Brown University, class of 1903.

Rensselaer.—Miss Nellie M. Casey, of School 14, Troy, has been promoted to a high w school position as teacher of mathematics. Miss Elizabeth Bradley has been appointed a teacher in biology. Miss Bradley was educated at the Oneonta Normal School, Cornell University and Brooklyn Institute. She has taught at Warren, Ohio, and for the last five years has been an instructor in biology at the Geneseo Normal School.

The request of the teachers in the high school for text-books to better meet the new requirements in chemistry, English ancient history was granted, and Syke's English, Hessler & Smith's chemistry and Botsford's ancient history have been adopted.

The people of Troy should feel honored by the selection of Emma Willard for a place in the Hall of Fame.

Miss Ella Amsdell Pickering, of Troy, who recently resigned her position as primary drawing teacher in the Upper Troy schools, has entered Pratt Institute, Brooklyn, to continue higher studies in art.

St. Lawrence.—A. B. Hale is the new principal at Benson Mines.

Saratoga.—Katherine H. Gorman, Susie A. Sterns and Edith Wensley have been appointed teachers at Saratoga. Miss Wensley, who is a graduate of Cornell University, has taught in Albany and Port Covington. Miss Gorman will take the place of Miss Mary A. Flanagan, who resigned her position in School No. 7. Miss Sterns will succeed Miss Nellie Powers at No. 2. Miss Powers has become principal of No. 4. Miss Beatrice Barrett will serve in the kindergarten of No. 3 in the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes will succeed Miss Nellie Pilipaketh C. Holmes will succeed Miss Nellie Pilipaketh C. Holmes will succeed Miss Nellie Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place of Miss Pilipaketh C. Holmes who have the place o of Miss Elizabeth G. Holmes, who granted a leave of absence for the remainder of the school year.

The superintendent's report on the registration shows: High school, 198; ninth grade, 120; ei-hth grade, 143; No. 1, 418; No. 2, 339; No. 3, 257; No. 4, 368; No. 7, 242. The total registration is about a hundred less than that

of October 7th, last year.

The Howe system of reading has been ac-

cepted at Mechanicville.

Miss Katherine F. Connor, principal of School 3, had the first case of tardiness in September in the ten years she has taught in the Mechanicville schools, and that by a boy who is not a resident pupil and had walked

six miles to school.

George H. Harten, principal of the Coxsackie High School, has been elected to succeed the late Robert S. Roulston as superintendent of schools at Waterford. Mr. Harten was the successful candidate out of twenty-one who had made application for the place. Mr. Harten is a graduate of Queen's College, Kingston, Canada. He has been principal in the schools at North Pownal, Vt., Mechanicville and Coxsackie, and comes with excellent recommendations.

Schenectady.—Representatives of six high schools in this vicinity met at Schenectady recently in an organized effort to purify interscholastic athletics. The conference was an informal meeting of the principals and one representative from each of the athletic associations of the schools who are desirous of clean athletics. It was decided that a bona fide student would in the future mean a student having fifteen or more hours of regular school work a week and in good standing. A rule of eligibility was adopted which will restrict a student from playing on a high school team whose scholarshin is unsatisfactory to the principal, and it was decided that 75 per cent. would be considered as a satisfactory mark. The second eligibility rule provides that the student must be regular in his attendance at school, while the last section states that no student will be allowed to play or compete on any team for more than four years, the fourth year to be not more than five years after his entrance into the high school. It was decided to have the managers of the

teams constitute a board of managers, who shall meet once a year at Schenectady for the purpose of choosing officials. Each branch of athletics shall have a separate board of managers. The branches of athletics recognized by the conference are football, baseball, basket-ball and track athletics. The football schedule will be prepared a year in advance. Following are the schools participating in the conference: Amsterdam, Gloversville, Troy, Watervliet and Schenectady. The Albany High School failed to send representatives to the conference.

The total enrollment in the schools of Schenectady, including public, private and parochial schools, is 8,628; of which, 7,124 belong to the public schools and 1,514 to the private schools. The total enrollment in 1901 was 4,028; in 1902, 5,780; in 1903, 6,563. This shows an enormous gain for every year. The increase in 1902 was largely due to the en-

largement of the city's boundaries.

Steuben.—The Interlake Council of School-men met at Corning October 28th. Dr. E. J. Goodwin, assistant commissioner of education, was one of the speakers. The new course of

study and syllabus was discussed.

Mace's History of the United States and Myers' Ancient History have been adopted at

Hornellsville.

Suffolk.—Prof. John U. Coffin, a graduate of Geneseo Normal, has secured the principal-ship of Springville school at Good Ground. Mr. Coffin is dignified, energetic and faithful in his work. Being a man of experience and ability, his chances for rapid promotion are excellent.

Tioga.—Commissioner Granger was presented with a gold watch at the recent instiof Owego, won a Webster's dictionary as a prize for being the best speller. Fifty words were given and Miss Draper was the only person who spelled them all correctly. Some missed as many as thirty-four.

Ulster.—The annual meeting of the Ulster County Teachers' Association was held at Kingston October 28th. Superintendent E. C. Kingston October 28th. Superintendent E. C. Hocmer, of Ellenville, gave an interesting talk on "The Preparation of the Lesson." W. R. Ward, of the State Normal School at New Paltz, spoke on "Recent Developments in School City." The program was arranged by the following officers: President John U. Gillett, Port Ewen; Vice-President Margaret Smith. Highland; Secretary W. Frank Davis, Tillson; Treasurer J. Hartley Tanner, Fly Mountain. Mountain.

Warren.-Prof. Hubert W. Hess, who for the past two years has been the science in-structor at the Glens Falls High School, is now preparing a chemistry manual which will fit the requirements of the New York State science syllabus for 1905-1910. He is using this manual in the present chemistry class, but may have it published later. Mr. Hess re-cently received from the State Department of Education a college graduate's teaching certificate, good for life. He is a graduate of Colgate University and Oneonta Normal.

Washington.—Greenwich has voted \$50,000 for a new school building. This happy state of affairs has come about largely through the good work of Principal Morey, whose term of service is longer than any other teacher in the county.

# STATE DEPARTMENT OF EDUCATION

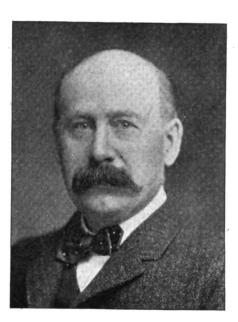
Superintendent S. J. Preston, of Plattsburg, and Superintendent A. W. Abrams, of Ilion, have been appointed lecturers in the Department

gether for the first time under one cover information concerning all of the educational activities of the State, under the following titles: The Education Department, the State System of Schools, Elementary Education, 1904-05, Secondary Education, 1904-05, Higher Education, 1904-05, the State Library System, Home Education, the State Museum and State Science Work, Journal of the Board of Regents, Official Decisions of the Commissioner of Education, Conclusions.

There will be issued later a supplemental volume containing the Consolidated School Law, the University Law, the Regents rules and regulations, the academic and pre-academic syllabuses, and other chronological and statistical matter of general educational interest.



A. W. ABRAMS



S. J. PRESTON

Lecturers in the State Department of Education

of Education, to speak at farmers' institutes on educational topics, so that greater interest may be created in the rural schools of the State. The salary is \$2,500 a year. The appointments were made from a list of applicants secured by competitive examination, which the following passed: Alfred W. Abrams, Ilion; Samuel J. Preston, Plattsburg; Charles S. Williams, Hudson; C. Edward Jones, Albany; Horatio M. Pollock, Albany; Winfield A. Holcomb, Fredonia; Jeremiah M. Thompson, Penn Yan; Robert A. MacDonald, Irvington-on-Hudson; Julius S. Kingsley, Newark Valley; Arthur M. Wright, Albany.

We have received the advance sheets of the first annual report of the Education Department. It makes a volume of 838 pages, bringing to-

By a resolution adopted by the Board of Regents through the recommendation of Commissioner Draper, the State Library will be hereafter an administrative unit and division in the department under the supervision of an experienced head librarian. Home Education will be known as educational extension under the direction of a chief, especially adapted to that form of work. The business affairs of both branches will be under the general charge of the first assistant commissioner of education, and will exercise such powers as the head librarian and the chief of the division of educational extension will exercise when appointed. The supervision of school libraries is made a separate division of the library department under the general oversight of the third assistant commissioner of education.

# UNIVERSITY OF THE STATE OF NEW YORK \*

HIGH SCHOOL EXAMINATIONS

June 12-16, 1905

# PHYSIOLOGY AND HYGIENE

## · Questions

1. Define five of the following: diaphragm, microbe, papilla, mucous membrane, dialysis, aorta, femur.

2. Describe the structure and state an important function of a) the cutis, b) the cuticle.

3. Describe the ribs as to a) shape, b) arrangement, c) number, b) attachment.

4. Mention five fundamental substances that enter into the composition of food.
5. State the effect of alcoholic drinks on a) the

peristaltic action of the stomach, b) the mucous membrane of the stomach.

6. Give in detail the process of the digestion and absorption of a piece of bread.

 Describe and state the function of a) the parotid glands, b) the lymph glands (nodes).

8. Describe the pulmonary circulation.

9. State the effects of the habitual use of tobacco on two of the following: a) the brain, b) the growth of the bones of children, c) the sight.

10. Describe the structure and state the function of a) the dura mater, b) the pia mater.

11. Mention two ways by which the action of the ganglia of the sympathetic system may be seriously impaired.

12. Mention two important objections to the habit of breathing through the mouth.

13. Make a drawing of the verticle section of the eye from front to back, indicating by

name the different parts.

14. Mention four sanitary precautions that should be observed in the internal arrangement of the schoolhouse.

15. Describe the physiologic process involved in the healing of a wound.

#### Answers.

1. The diaphragm is the muscular partition extending across the cavity of the body and dividing the chest from the abdomen.

A microbe - microscopic vegetable organism. Some are acti agents in fermentation, while others appear to be the cause of infectious

A papilla is a minute projection of the true skin into the epidermis.

Mucous membrane is the thin layer of tissue which covers those internal cavities or passages which communicate with the external air.

Dialysis is the separation of two different fluids in solution by a process of diffusion.

The acrta is the large artery that first receives the blood from the left ventricle of the heart.

The femur is the thigh bone.

2. a) The cutis contains nerves, blood-vessels, hair-bulbs and the other appendages of the skin. It is made up of strong interlacing fibers of connective tissue and varies in thickness from  $\frac{1}{60}$  to  $\frac{1}{6}$  of an inch. It is a covering and protection for the delicate tissues beneath and an important organ of sensibility and touch. b) The cuticle is the outside layer of the skin and is made up of several layers of cells, which next to the cutis are rounded and soft, but gradually become harder toward the surface where they become flattened and scale-like. This hard insensitive layer is a protection to the cutis.

3. a) Long, slender and curved somewhat like a hoop; b) arranged in pairs; c) twelve pairs; d) the first seven pairs, counting from above, are connected by means of a piece of cartilage directly to the sternum. The five lower pairs are not directly joined to the sternum, but are connected, with the exception of the last two, with each other and with the last true ribs by cartilages. The lowest two pairs are not joined in front. Each of the twelve pairs are joined in the rear to the spine.

4. Proteids, or nitrogenous foods; starches and

sugars; fats and oils; minerals; water.
5. a) It is at first increased by the irritation of the alcohol but after long continued use of alcohol the peristalsis becomes much less. b) It is irritated and becomes inflamed. The continued use of alcohol often causes chronic inflammation

of the membrane.

6. Bread is chiefly composed of proteids, starches and sugars, and water. During the process of mastication of bread the saliva mixes with it and changes some of the starch to sugar. After passing to the stomach the pepsin of the gastric juice acts on the proteids changing them to peptone. The stomach has no action upon to peptone. The stomach has no action upon starch and only begins the digestion of the albumin of the proteids. A certain amount of starch that has been changed to sugar by the saliva and the water is taken up directly by the blood-vessels of the stomach. The result of stomach digestion called cyme passes to the intertine where the digestion of the starch and proteids is completed by the action of the bile, and the intestinal and pancreatic juices which change proteids to peptone and starch to glucose. The peptone and glucose are taken up by the cells of the villi and passed on to the blood.

7. a) They are on each side of the face in front of the ear. Each gland opens into the mouth. They somewhat resemble a bunch of grapes with a tube for a stalk. Their function is to secrete the saliva from the blood. b) They are small haglike bodies composed of a spongy network of fibers filled with cells resembling white blood corpuscles and are situated at irregular intervals along the lymphatics which open into them. The lymph flowing through these nodes is strained of injurious matter while the cells destroy the poisons.

8 From the right auricles, the blood, going through the tricuspid valve, flows into the right ventricle. Thence it is driven past the semilunar valves, through the pulmonary artery, to the

<sup>\*</sup>We begin, this month, the publication of the Regents examinations required for teachers' Elementary and Academic certificates. If there is sufficient demand the series will be continued.

capillaries of the lungs where it is purified. It is then collected by the pulmonary veins and re-

turned to the left auricle.

9. a) The heart being weakened, less blood will flow through the brain and consequently the mind will act less strongly and lose its capacity for study or successful effort. b) A powerful narcotic like tobacco retards cell growth in the bones and deprives them of good nutritious blood for their growth, thus hindering the building up of the bodily frame. c) It weakens the optic nerves and thus tends to cause a dimness of vision.

10. a) It is a tough, white fibrous and elastic membrane lining the bony cavity of the skull which contains the skull. It lines the inner surface of the skull and forms a protective covering for the brain. b) It is a delicate vascular membrane that covers the convolutions and dips into all the fissures of the brain. It protects the brain

and carries its blood vessels.

11. By blows upon the neck or abdomen and by

poisons.

12. The air is not properly warmed before reaching the lungs and the dust and disease germs are not screened out. This is likely to cause one to take cold or to have sore throat.

13. The eye is a globe nearly an inch in diameter. It is covered with three coats: scherotic, choroid and retina. The crystalline lens is located near the front of the eye. The aqueous humor is in front of the lens and the vitreous humor fills the portion back of the lens. The optic nerve enters the back part of the eye. The transparent front part of the eye is called the corners. (See front part of the eye is called the cornea. (See text-books for diagram.)

14. There should be proper ventilation. The hight of the seats and desks should be adapted to the size of the pupils. There should be plenty of light and it should come from the rear and over the left shoulder. Single desks should be supplied to prevent spread of infectious diseases.

15. The white blood corpuscles collect about the wound to form a new tissue and to destroy the dead cells and foreign matter which they after-wards absorb. New blood-vessels grow in the injured part and carry the material needed for building the new tissue, while the cells of the cuticle also grow from all sides to cover the ·exposed surface.

# GEOGRAPHY

# Questions

1. Name two widely separated regions of the western hemisphere that produce hides extensively. Which one of the United States is the most noted for turning hides into

2. What flag flies over a) Honolulu, b) Hong Kong, c) Algiers, d) Batavia, e) Sydney; Mention an important export of each of

these cities.

3. Tell what rivers drain the following lakes and name the body of salt water into which each river empties: Otsego. Moosehead, Victoria, Nyanza, Geneva, Winnipeg.

4. What political divisions are separated in part by a) the Pyrenees, b) the Southern Andes, c) the Himalayas, d) St. George's channel e) the Savannah river?

5. Tell where each of the following animals is found and state why each is valuable: Llama, chamois, whale, reindeer, ostrich.

6. During what month does the long day begin at a) the north pole, b) the south pole? Which side of an east and west street in

Buenos Ayres is the sunny side?

7. Describe a winter voyage from New York to the Isthmus of Panama, telling on what waters and past what islands one would sail, and mentioning the differences in climate and vegetation that would be apnarent.

8. Locate and describe a) the prairies, b) the

tundra, c) the steppes.

9. Name a city of this state that is noted for the manufacture of a) farming machinery, b) electric appliances, c) cuffs, d) knit

goods, e) gloves.

10. Compare Minnesota with Louisiana as to size, surface and natural products.

II. Name a city in each of the following river valleys and tell something interesting about each city named: Rhine, Danube, Nile, Chemung, Connecticut.

12. What articles are generally shipped a) from our Pacific coast to Japan, b) from Japan

in return?

13. On what grand divisions are places that are situated as follows: 30° E. and 60° N., 44° W. and 23° S., 115° E. and 40° N.?
14. Name in order the states and the larger rivers.

that one would cross in going from Bos-

ton to Richmond, Va.

15. Which of the great river valleys of South
America do you consider best adapted for
the support of a large population? Give reasons.

# Answers.

I. Argentina and Mexico. Massachusetts.

2. a) America; sugar, rice. b) British; tea, silk, opium. c) French; palm oil, dates, olives d) The Netherlands; pepper, spices. c) British; wool, hides, gold.

3. Susquehanna, Chesapeake bay; Kennebec, Atlantic ocean; Nile, Mediterranean sea; Rhone,

Gulf of Lyons; Nelson, Hudson bay.

4. a) France and Spain, b) Chile and Argentina, c) Chinese Empire and Hindostan, d) Ireland and Wales, e) South Carolina and Georgia.

5 South America, beast of burden; Europe, soft leather; North Atlantic and Pacific, whale oil and bone; Lapland, food, clothing and beast

of burden; South Africa, plumage.
6. June, September. South.
7. New York bay, The Narrows, Atlantic ocean, Windward passage, Caribbean sea. Islands passed: Staten, Long, Bahama, Cuba, Haiti, Jamaica. The ground is probably frozen and covered with snow at New York, but soon after leaving that city and, especially, when you enter the Gulf stream the temperature rises and spring-like weather prevails. The temperature continues to rise until you arrive at Panama where it is hot and the semitropical vegetation of the West Indies changes to the tropical vegetation of Panama.

8. a) Prairies are open, grassy plains. They are located in the central portion of the great

central plains of the United States. b) The tundra is a treeless, swampy region covered with coarse moss and lichens. They are located on the Arctic coast of Russia. c) The steppes are great plains located in the southwestern Asiatic Russia and in southeastern European Russia.

n. a) Auburn, Batavia, etc., b) Schenectady, c) Troy, d) Cohoes, Utica, etc., e) Gloversville,

Johnstown.

10. Minnesota contains 83,365 square miles. It is an extensive undulating tableland containing the crest of the great low plain. The principal products are wheat, oats, lumber and flour.

Louisiana contains 48,720 square miles. It is in the lowert part of the great plain. The surface of the lower Mississippi during the annual floods is several feet higher than the country through which it passes. The products are

sugar cane cotton and rice.

11. Cologne, noted for its cathedral; Vienna is the capital of Austria-Hungary Cairo, the capital of Egypt, is the largest city in Africa; Elmira is the seat of Elmira College for Women;

Springfield contains a United States arsenal.

12. a) Locomotives, cotton. flour machinery, etc., b) Tea, silk, porcelain, lacquered ware.

13. Europe, South America, Asia. 14. Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia. Rivers crossed: Connecticut, Hudson, Delaware, Potomac.

15. The La Plata and its tributaries. The climate is temperate. The soil, which is level and fertile, is adapted to grain-raising and grazing.

# ARITHMETIC

## Questions

I. Simplify  $\frac{\frac{2}{8} + 3\frac{3}{5} + 4\frac{1}{2}}{4\frac{1}{5} \times \frac{2}{5}}$  and express the result both as a common fraction and as a decimal.

2. How many blocks 2 decimeters long and 12 centimeters wide will be required to pave

a court 14 meters × 10.8 meters?

Find the cost, @ \$8 per M, of 420 joists
18' long 10" wide and 4" thick.

4. Find the simple interest of \$653.25 at 3½% from September 25, 1902, till to-day.

5. A manufacturer sent his agent \$3,177.81 to invest in leather and to pay his commission of ½%; how much did the agent invest and how much was his commission?

6. A man buys an acre of land in the form of a rectangle with 66 feet fronting the street;

how deep must the lot be?

7. Find the per cent of gain when 48 yards of cloth, costing 3s 6d a yard, are sold for £10 4s.

- 8. The contents of a bin are 560 cubic feet; find how many tons of coal the bin will hold. [1 bushel coal = 2,150.4 cu. in. and weighs 80tb.]
- 9. Find the prime factors of 1395 and 1736, after first finding by division their greatest common divisor.
- 10. Find the net cost of a piano marked \$450 with trade discounts of 3, 8 and 10%.
- 11. A 90 day note for \$560, bearing interest at

6%, is discounted at a bank at 6% 25 days after date; find the bank discount.

12. What would be the cost of an investment in U. S. 4's at 1312, brokerage 1%, to secure an annual income of \$720?

- 13. A rain barrel can be filled by a pipe in 31 hours and can be emptied by another pipe in 5 hours; if the barrel is empty and both pipes are open, how long will it take to fill the barrel? [Assume that the flow in the pines is constant.]
- 14. Find the difference between the exact interest and the interest by the 6% method of \$730 for 90 davs at 6%.
- 15. Define proper fraction, denominate number, root, metric system, cube.

#### Answers.

- I. § or .375.
- 6300.
- 3. \$201.60.
- 4. \$62.24.
- 5. \$3,162 investment; \$15.81 commission. 6. 660 feet or 4 rods.
- 7. 21¾ %. 8. 18 tons
- 9.  $31 \times 3 \times 3 \times 5$ .  $31 \times 2 \times 2 \times 2 \times 7$ .
- 10. \$361.42.
- 11. \$5.78.
- 12. \$23,647.50.
- 13. 11% hours.
- 14. Exact interest 15 cents less.

15. A proper fraction is one whose numerator is less than its denominator. A denominate number is one that is composed of one or more units of any denomination. A root is a factor repeated to produce a power. The metric system is a system of weights and measures based on the decimal scale. A cube is the product arising from using a factor three times.

# ADVANCED ARITHMETIC

## Questions

 Divide 29.58132 by 5.769803 and multiply the quotient by 46.8795. Find the result correct to three places of decimals, using the contracted method in each case.

2. If the subtrahend is an odd number the product of the minuend and the remainder will be an even number. Give proof when the minuend is a) odd, b) even.

2. A boy was hired to sell 50 oranges on condition that he receive 1¢ commission for every orange that he sold and forfeit 214 for every orange that he ate; his whole commission was 16¢. How many oranges did he eat; Give full analysis in words.

4. A, B and C invest \$3870 in a store; \$\frac{1}{2}\$ of A's share is equal to \$\frac{1}{2}\$ of B's and to \$\frac{1}{2}\$ of C's. Repairs cost \$98.70 a year and taxes are at the rate of \$\frac{1}{2}\%. The store rents so as to pay 4% net on the investment. For how much does the store rent and how much does each partner receive?

5. A cylindric tank 3½ feet in diameter and 5

feet high is filled with snow; if one quart of snow will make & of a pint of water, how many gallons of water will result from melting the snow and how deep will the water be in the tank?

6. A man travels from New York, longitude 74° west, for 8 days 6 hours, when he finds that his watch, which gains 3 minutes a day, is 8 hours 20 minutes 10 seconds slow; what longitude has he reached?

7. When exchange is at 1½% discount, express the equivalent of \$500 in (a) English pounds, (b) French francs, (c) German

marks.

8. If \$ of the time past noon is the time to midnight, what is the time? Give analysis in

 A standard candle is 3 feet and an electric light 12 feet from a wall on which they cast shadows of equal intensity; find the candle power of the electric light. [The intensity of light varies inversely as the square of the distance from the source of illumination.]

10. Find the amount of \$1000 for 5 years at 4% compound interest. Show the application of geometric progression to this example and write the formula used in solving by

this method.

11. Find the difference between the proceeds of a bank note for \$800 due in 90 days without interest and the present worth of a

debt of \$800 due in 90 days.

12. A man has \$1,600 invested in Erie first preferred stock at 80 that pays a semi-annual dividend of 2%, and \$980 in Union Pacific first preferred stock at 98 that pays a semiannual dividend of 2%; he sells the above stocks at cost and invests the proceeds in United States steel first preferred stock at 86, thereby increasing his annual dividend \$90; find the per cent. of quarterly dividend that the steel stock pays.

#### Answers

 240.351.
 The difference between any two odd numbers is even; hence, in (a) the remainder is even. The difference between an even number and an odd number is odd; hence, in (b) the remainder is odd.

The product of any number, odd or even, by an even number is even; hence, in hypothesis (a) and (b) the product of the minuend and

the remainder is even.

- 3. 3 oranges. If he had sold all the oranges he would have received 25 cents commission. He received 16 cents; hence 25 cents less 16 cents or cents is the amount forfeited for those eaten. On every orange eaten he lost 1 cent commission and 22 forfeit, or 3 cents. Since 3 cents is the loss on one orange eaten, 9 cents is the
- loss on 3 oranges. Ans. 4. \$272.85 store rent.

34.40 A's share. 51.60 B's share. 68.80 C's share.

5. 108 nearly. 6. 57° 13′ 45″ E. Long.

7. 104+ pounds; 26221 francs (nearly); 2122.2 m.rks (nearly).

- 8. 6:40 p. m.
- 9. 16 candle power.

10. \$1,216.60. 11. \$177.

12. 11%.

## ELEMENTARY UNITED STATES HISTORY AND CIVICS

#### Questions

1. Name (a) the nation that made permanent settlements in America during the 16th century, (b) two other nations that made permanent settlements during the 17th century. Give an account of one settlement made in the 17th century.

2. Name two Indian tribes that lived in New England. How were the first settlers of New England received by the Indians?

3. Describe three peculiar customs or beliefs of the Friends or Quakers of colonial times.
4. Name the English colony that was last

founded and mention regulations that made its early government unpopular.

5. Mention two occasions before 1774 when English colonies in America united or tried to unite for some common purpose. Give

an account of one of thes: attempts.

6. Compare Nathan Hale with Major André as to (a) offense committed, (b) treatment

accorded after arrest.

7. Give an account of the life of John Paul Jones.

8. How was John Quincy Adams chosen president? Describe a great public improvement that was completed and one that was begun in his administration.

 State approximately what year (a) the War with Mexico ended, (b) the Civil War began. Mention three important events that

occurred between these dates.

10. Mention three great surrenders that were made to General Grant during the Civil War and give an important result of each

II. In whose administration was the first Pacific railroad completed? Give two important

results of its construction.

12. Who, according to the Constitution, has power to (a) declare war, (b) make treaties, (c) originate bills for raising revenue, (d) try impeachments, (e) appoint judges of the Supreme Court?

13. Mention the principal duty of a vice-president. Name three vice-presidents each of whom succeeded to the presidency on the death

of a president.

14. Write biographic notes on five of the follow-ing: William H. Seward, Philip Sheridan, Samuel Houston, Daniel Boone, John Marshall, Horace Greeley, Harriet Beecher Stowe.

15. Mention and describe three inventions that have caused great changes in the manner of living or in the manner of conducting business during the last century.

# Answers

1. (a) Spain. (b) English, French, Netherlands, (c) In 1609 Henry Hudson who was in the em-



ploy of the Dutch East India company discovered and sailed up the river that bears his name. Hudson's voyage gave the Dutch a claim to the surrounding country and they soon sent out vessels to trade with the Indians. By 1614 they had made a settlement on Manhattan island.

2. Narragansetts, Mohegans, Pequots. They

were generally friendly.
3. The Quakers believed that all men were equal; hence, the would take off their hats to none. They were opposed to war and all kinds of onoression. They believed in plainness of speech and of dress.

4. Georgia. The prohibition of the importation

of rum and negro slaves.

5. The Albany congress, 1754; the Stamp Act congress, 1765. The Albany congress was called for the purpose of making a treaty with the Iroquois Indians and of considering means of common defence against French aggression in the

Northwest.

6. (a) André acted as the British agent to negotiate for the treasonable surrender of West Point by Arnold. Hale was instrusted by Washington with the task of visiting Long Island in September, 1776 to obtain information in regard to the future movements intended by Gen. Howe of the British army; (b) Hale was arrested, summarily tried and executed as a spy by the British; he was not permitted to write to his mother; no clergyman was allowed to visit him; and even a Bible was denied him. In contrast to this brutal treatment André, under similar conditions received many courtesies.

7. He was a daring naval officer who did great service to the American cause in the Revolutionary war. He cruised off the coast of England and Scotland, causing great damage to English commerce. He captured "The Drake" and "Serapis," both ships of superior force. Congress awarded him a gold medal for his heroic services.

8. House of Representatives. Erie canal con-

necting the Hudson river with the Great Lakes The Baltimore and Ohio railroad, which was the first road of the kind in America which was constructed specially for carrying pas-

sengers and merchandise.

9. (a) 1848, (b) 1861. The passage of the fugitive-slave law of 1850, the Dred Scott decision in 1857 John Brown's raid, 1859.

10. The surrender of Fort Donelson, 1862. This was the first great Union victory of the Civil War.

11. Grant. It greatly facilitated commerce and promoted the rapid growth of the Pacific states.

- 12. (a) Congress, (b) The President, by and with the advice and consent of the Senate, (c) House of Representatives, (d) Senate, (e) The President, by and with the advice and consent of the Senate.
- 13. To preside over the Senate. John Tyler, Andrew Johnson, Chester A. Arthur.
- 14. Seward was secretary of state under Lincoln, Sheridan was a famous cavalry officer of the Civil war. Houston defeated the Mexicans at San Jacinto and thus secured the independence of Texas. Boone was the first settler of Kentucky. Marshall was one of the early chief justices of the United States. Greeley was editor of the New York Tribune and an abolitionist. Mrs. Stowe was author of "Uncle Tom's Cabin."

15. The steamboat which has greatly facilitated travel and commerce. The electric telegraph which permits daily communication between the leading nations and the parts of each nation.

The telephone which is an important factor in

transacting local business.

# ADVANCED UNITED STATES HISTORY

#### Questions

I How were claims to territory in the New World established by European govern-Why were charters for colonial

settlements deemed necessary?
2 Compare Spanish and English colonization in America as to (a) locality, (b) objects, (c) treatment of natives, (d) effect on

mother country.

3. Cartier explored the St. Lawrence in 1534, but the first permanent French settlement was not made till 1608. Mention the circumstances that delayed French settlement in North America.

4 The history of Massachusetts begins in an obscure Lincolnshire village, among a company of plain farmers and simple rustics, who had separated from the church of England, and paid for their temerity by bitter and unceasing persecution.

Explain this statement by tracing the history of these Separatists till they made a settlement in what is now Massachu-

5. Mention facts in the history of the American colonies that seem to justify the follow-

ing:
Few characters in history are indispensable. From William of Orange to William Pitt the younger there was but one man without whom English history must have taken a different turn, and that was William Pitt the elder.

6. When General Gates in 1780 started south to assume command, General Charles Lee bade him farewell with these words; "Take care that your northern laurels do not change to southern willows." Explain the meaning of this warning and show how

events proved its wisdom.

7. Draw a map of the United States at the close of the Revolutionary War and on it show the claims of the different states to terri-

tory west of the Alleghanies.

8. Give two reasons why New York State was slow in ratifying the Constitution.

- 9. Give an account of two of the following, touching on causes and results: (a) Shay's Rebellion, (b) the Whisky Insurrection, (c) Dorr's Rebellion, (d) the Antirent Rebellion.
- 10. When and under what circumstances did the United States acquire Florida? Mention any previous changes in jurisdiction over this territory.

11. Give an account of the circumstances that first enabled the present Republican party to win

a presidential campaign.

12. Mention three controversies in which the United States has taken part which have been settled by international arbitration. State in general the terms of settlement of one of these controversies.



#### NOTE TO THE STUDENT.

Kindly answer the following for the benefit of the examiner:

a Have you studied intensively the history of New York State or any given period of United States history?

b Have you kept a notebook?

c What books have you read in connection with your study of advanced United States history?

#### Answers

1. By discovery and actual possession. Charters were necessary in order to define the rights of each colony in respect to the other colonies and also to insure them the protection of the home government.

- 2. (a) The English settlements were along the Atlantic coast from Maine to Georgia; the Spanish settlements were in Florida, Mexico, West India and South America. (b) The English sought homes and refuge from political and religious persecution; the Spanish sought gold. (c) The English generally treated the natives much better than the Spaniards who treated them as slaves. (d) The immediate effect on England was to take out of the country the restless and adventurous class; the remote effect was to in-crease her commerce. The immediate effect on Spain was to bring her great wealth; the remote effect was political corruption and weakness.
- 3. The French were occupied with the religious wars at home between the Hugenots and the Catholics.
- 4. One band of the Separatists fled to Holland in 1608 and went later to Leyden where they remained eleven years. Anxious that their children should be English and not Dutch, they planned to establish a colony in America. In return for a large proportion of the profits of the colony to be founded, the London company provided supplies and vessels for the voyage. They left Leyden in the "Speedwell," to make a home in an unknown land. This vessel was exchanged for the "May-flower" at Southhampton where they were joined by friends of the same belief. After a stormy voyage they landed at Plymouth, December 21, 1620.

5. In the Seven Years' war from 1756 to 1763, France combined with Austria and Russia against Prussia. England came to the aid of Prussia. By his support of Prussia, Pitt kept the French engaged in Europe while the English were attacking them on the sea and depriving them of their colonial possessions. Thus the English in-stead of the French became the dominant nation

of North America.

6. Gates was undeservingly credited with the victory over Burgoyne at the battle of Saratoga. He was transferred to the South and met a dis-graceful defeat in the engagement with the British at Camden.

7. This territory was claimed by New York, Massachusetts, Connecticut, Virginia, North Caro-

lina, South Carolina, Georgia.

8. New York was reluctant to give up the heavy import duties of New York city to the general government. It was also believed that New York as a large state was making too great concessions to the small states.

9. (a) At the close of the Revolution the people of the United States had few manufactures

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and were obliged to import most manufactured goods from Eurone. This caused the specie to be taken out of the country and soon there was none in circulation. This left the people without money to pay wages, or buy food and clothing and led to a demand that the states should print paper money and loan it to their citizens. The legislamoney and loan it to their citizens. ture of Massachusetts refused to issue debts assembled and prevented the courts from trying suits for the recovery of money owed or loaned. This opnosition was put down but the people were convinced that they needed a stronger government than that afforded by the confederation.
b) The farmers living about Pittsburg, Pa., in 1794 found it profitable to grow rye and make it into whiskey on their own farms. When the U. S. revenue officers came to collect the tax, they were driven away. The farmers resisted arrest by the courts. Washington put down the insurrection with the militia. This action was important in that it showed that the Constitution and the federal laws must be obeyed.
c) There was a revolt in Rhode Island in 1842 against the old colonial charter under which the state had always been governed. After a brief military contest known as Dorr's Rebellion, the revolt was defeated, though a new constitution was adopted at last in consequence of it. d)
The tenants of the Van Rensselaer and other
patroon estates in New York started an antirent movement in 1842. It was settled by the landlords selling the estates at a reduced valuation and giving the purchasers a freehold title. This put an end to the patroon system.

10. During the war of 1812, Florida had been in a state of anarchy and the Seminole Indians molested the Georgia frontier. Since Spain could not or would not maintain order, Andrew Jack-

son invaded Florida and took possession. This caused opposition in Congress and the matter was adjusted by purchasing Florida from Spain for five million dollars. Florida belonged to Spain by right of discovery and settlement till 1763 when it was ceded to Great Britain who held it

till 1783 when it was ceded to Spain.

11. The Republicans and the Abolitionists united their strength in support of Lincoln in 1860, while the northern and southern Democrats could not agree and divided the strength of the

party between two candidates.

12. Alabama claims, United States and Great Britain, May 8, 1871. Award in favor of U. S., \$15,500,000; United States and Venezuela, January 19, 1892; Bering sea fisheries, United States and Great Britain, January 20, 1892.

# ENGLISH COMPOSITION.

#### Questions

. Write a paragraph of at least 75 words on the following topic from Ivanhoe: Cedric's Plan for Saxon Supremacy.

2 Write to a publishing firm or a newsdealer, subscribing for three different magazines or newspapers, each to be sent to a different address. Give all necessary details.

- 3 Write the following sentences in correct form: a) Choose for your essay a title only consisting of three words, b) I expect you had a very pleasant time last night, c) Tell him if he has made a mistake he should correct it, d) I had long intended to go into and ramble through the old mansion, e) It is then put into sacks, or it is put into a bin, either to use it to feed it to the cattle or to sell it.
- 4. Explain the arrangement of thought in the following paragraph, stating a) the words in the first sentence on which the second sentence depends, b) the words in the second sentence on which the third sentence depends, c) the relation of the fourth and fifth sentences to the third sentence, d) the relation of the last sentence to the first sentence:

An important part of culture is to acquire the habit of finishing every work. Work which is not finished is not work at all. The difference between active work and active idleness lies just at this point. Idleness begins many things with vast energy and enthusiasm, but becomes discouraged, soon tires, and leaves its employment half done to begin something else. Work does not stop till it has completed its task .-Clarke.

- 5. Change the italicized clauses in the following to equivalent phrases: a) The cupbearer who came behind him whispered in his ear b) He is conscious that he has done a good deal, c) The knight resolved that he would trust to the sagacity of his horse, d) When the raft was completed, he turned to the besiegers, e) You can not fully sympathize with suffering unless you have suf-
- 6. State which of the following sentences is loose and which is periodic; rewrite each sentence, changing the loose sentence to the periodic form and the periodic sentence to the loose form:

a Compelling herself to proceed, while



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AMERICAN EDUCATION, 81 Chapel St., Albany, N. Y. her frame yet trembled with the violence of sudden emotion, Rowena placed the splendid chaplet upon the drooping head of

the victor.

h The hermit altered his original intentions, repressed the rage of his helpers and invited the knight to enter his hut, when the torch glanced upon the lofty crest and golden spurs of the traveler.

7. Write a narrative of at least 75 words, giving the conversation of two boys concerning the sagacity of a favorite dog.

8. Describe, from Ivanhoe, the dining hall of Cedric, as to general appearance and furn-

9. Show how one of the following is connected with the plot of Ivanhoe: Lucas Beaumanoir, the Clerk of Copmanhurst, Higg the son of Snell, Waldemar Fitzurse, Albert de Malvoisin.

10. Prepare an outline for the essay called for in questions 11-15, paying particular attention to division into introduction, body and conclusion and making subdivisions enough to show what you intend to include in the essay. Make the number of main headings correspond to the number of paragraphs in the essay.

11-15. Write an essay of at least 250 words on one of the following topics, paying particular attention to introduction and conclusion, sequence of thought, paragraph structure and sentence transition [Essays on subjects other than those assigned will not

be accepted]:

a) An Unworthy Ruler [Let a Norman noble give an account of the circumstances of Prince John's assumption of royal power and describe the character of the prince, relating incidents to illustrate his prominent traits], b) A Relentless Captor [Describe the scene in the dungeon vault at Torquilstone when Front-de-Boeuf visited Isaac].

Note-Students not familiar with Ivanhoe may write on one of the following: a)
The Perils of the Birds, b) The Story of

the American Flag.

#### Answers.

1. During the imprisonment of Richard the royal power had fallen into the hands of his brother John who favored the Normans and oppressed the Saxons. Cedric the Saxon longed for the return of his race to power and hoped to effect this by the marriage of Rowena, his ward, who was descended from King Alfred, to Athelstane of Coningsburgh, a descendant of the last Saxon monarchs of England. If this union should be effected he believed that all the Saxons would rally round Athelstane's standard and thus the country would be freed from the Norman usurpers.

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Harper's Weekly for one year, \$4. to John Brown, Chatham, N. Y. Harper's Bazaar for two years, \$2. to Mrs. Geo. Jones, Cortland, N. Y. Yours respectfully, ALBÉRT WHITE.

- 3. a) Choose for your essay a title consisting of only three words. b) I suppose you had a very pleasant time last night. c) Tell him that he should correct his mistake if he has made one. d) I had long intended to go into the old man-sion and ramble through it. e) It is then either put into sacks to sell or into a bin to feed to the
- 4. a) finishing work, b) finished work, c) They describe active work, d) The first sentence contains a statement of what is to follow. The last sentence summarizes the statement made in

the first sentence.

5. a) The cupbearer coming behind him whispered in his ear, b) He is conscious of having done a good deed, c) The knight resolved to trust to the sagacity of his horse, d) The raft being completed, he turned to the besiegers, e) Unless having suffered, you can not sympathize

with suffering.

- 6. a) Periodic, b) Loose, a) Rowena compelled herself to proceed, while her frame yet trembled with the violence of sudden emotion and placed the splendid chaplet upon the drooping head of the victor. b) After repressing the rage of his helpers and inviting the knight to enter the hut, as the torch glanced upon the lofty crest and golden spurs of the traveler, the hermit altered his original intentions. Hoping to aid in setting her free, he testifies to this. Instead of aiding her, this testimony draws the net of evidence closer. Rebecca demands a champion. Higg volunteers to carry a note to her father asking him to seek Ivanhoe and tell him of her danger. Without Higg's and at the critical mo-ment, the plot would be forced to another and a disagreeable ending. Waldemar Fitzurse in the father of Lady Alicia and one of King John's most powerful nobles. He and three or four followers disguised as outlaws attack King Richard in the wood. Wamba's blast on the horn summons the true outlaws. Fitzurse is unhorsed and captured. Richard spares his life but banishes him.

7. Answers will vary.8. This should be a description of a) walls, b)

floor, c) table.

9. Lucas Beaumanoir was grand master of the Knight Templars. His coming throws the lax preceptor of Templestowe into terror. The precepter casts the blame of Bois Guilbert's lapse from the Templar's rules upon Rebecca. This grandmaster presides at her trial and is finally driven from Templestowe by King Richard. The Clerk of Copmanhurst or Friar Tuck, is the outlaw who entertains King Richard in the wood. He rescues Isaac at the siege of Torquilstone. Higg the son of Snell has once been cured of lameness by Rebecca. Albert de Malvoisin is the precentor of Templestowe, the abode of the Knights Templar. He aids the plot to throw suspicion on Rebecca in order that the grandmaster may be pacified by the death of a heretic

and so deal gently with the Templars for breaking the strict rules of their order.

10-15. Answers will vary.

## PSYCHOLOGY AND PRINCIPLES OF **EDUCATION**

#### Ouestions

I Define each of the following methods of mind

study and show the particular value of each: a) subjective, b) objective.

2 Mention and explain two physical and two mental factors that the teacher must consider in the development of the child's

mind.

3. "To interest a child is not necessarily to amuse him." Show the truth of this statement and explain on what interest depends, illustrating by reference to an eight year old girl.

4. Define and illustrate apperception.

5. Give psychologic reasons to show the value of oral reading over silent reading, in intermediate grades.

6. Looking at a point that I know is 100 rods distant, I see there an object which I affirm to be a full grown man. Explain the process by which this affirmation is reached.

- 7. A very young child will be pleased with the tick of a watch; later he wants "to see the wheels go round;" later still he is interested in the watch as a timepiece. Explain the psychic development as herein illustrated.
- 8. Bain says, "States of pleasure are concomitant with an increase, and states of pain with an abatement, of some, or all, of the vital functions." Explain this statement and show its bearing on the teacher's work in the schoolroom.

9. Show the value of manual training in strengthening a weak will.
 10. The detection of similarity in diversity gives

rise to a feeling of pleasure. Show the bearing of this truth on the teaching of either zoology, botany or nature study.

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- 11. Love of approbation is characteristic of man. Show its limitations in disciplining a
- 12. State the essentials of a good definition. Illu-

#### Answers

1. a) The subjective method is the study of one's own mind. The peculiar defect of this method is the uncertainty and the variability of the standard, since each refers all the theories to his own mind. It is valuable as a means of inferring the mental states of others. b) The objective method is the study of the mind of others. This method has this defect: that there is always a tendency to project our own modes of feeling and thinking into the minds of others.

2. a) Health and environment. b) Interest, mental strength.

3. Interest in a subject depends upon the child's realization of the relation of the subject to his Amusements arouse the pleasurable emo-

tions while true interest stimulates to greater mental activity. The girl may be interested in flowers and in the study of their growth. This may be made the basis of language work.

4 It is the interpretation of new knowledge in the light of that previously obtained: mental assimilation. Illustration: I have a concept of a table as an article of furniture having four legs and a flat surface. I now see a piece of furniture having three legs and a flat surface. In all respects except the number of legs it corresponds to my concept of a table. I, therefore, judge it to be a table and in so doing modify my original concept of a table so that it becomes a piece of furniture with a flat surface but having three or four legs. I obtain this new knowledge through apperception.

5. More senses are used to get the same idea; i. e., hearing, articulation and other muscular activity. Therefore the idea is made clearer.

I know that the distance is one hundred rods. I see a small object of the shape of a man. I know in what proportion distance decreases the size of objects. This object agrees with my previous knowledge of such decrease. Therefore the object is a full-sized man.

7. a) At first he is interested in rythm and sound—pure sensation. b) Curiosity and interest leads to desire to know what is related to his present knowledge. c) After reason is developed he relates the object to its more valuable use.

8. Emotions of joy and pleasure increase the physiologic processes in life, while those of pain abate them. There is an intimate connection between the mental power of the child and his physical state; hence every effort should be made for his comfort and happiness.

9. It increases the power of volition by bringing to its assistance the different senses involved in

manual trainin. at sight, touch, etc.

10. The pupil knows the characteristics of the class mammals. He studies the whale and after learning its characteristics he finds that it possesses all those of the class mammals and he accordingly classes it as a mammal. The pleasure received in this search and discovery stimulates the pupil to further scientific effort.

11. It is proper to seek the approbation of competent judges but correct ideals of right should be instilled and the child led to act in

conformity with these ideals—"right for right sake," especially in the higher grades.

12. A definition must state the attributes of the thing defined and not contain the name of the thing defined. It should be clear and not negative when it can be positive. Ex. Galvanization is the act of galvanizing. This definition fails to give clear notions of the thing defined.

# HISTORY AND PRINCIPLES OF EDUCATION

Questions

1. Explain the Socratic method and show its

2. Show how the Crusades contributed to the educational development of western Europe.

3. Ratke asserted the principle that nothing should be learned by heart but everything by experiment and analysis. Discuss the limitations of this principle.

4. Name two teaching societies of the Renaissance period and compare their work as to a) character of studies, b) method of instruction.

5. Name three great educators of the 17th century. Give an educational maxim or principle of each.

6. Give the origin of the Real school of Germany and explain the nature of its work.

7. Discuss the work of Basedow's Philanthropin, showing a) what it contributed to education, b) why it failed as an institution.

 Both Rousseau and Pestalozzi asserted that the development of the child should follow the order of nature. Show wherein they differed as to what the order of nature is.

 Contrast the work of Herbert Spencer with that cf Thomas Arnold, showing the value of the work of each.

10. Show how methods of discipline in public schools have changed during the last half century, and account for the change.

11. Give an account of the educational services of Henry Barnard or of David P. Page.

12. Write on the history of elementary education in this state.

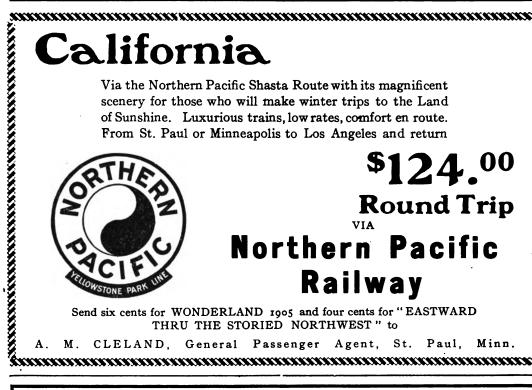
# Answers

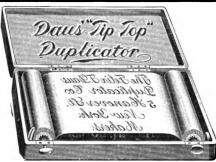
I. This is a form of inductive teaching in which by a series of suggestive questions one is led into admissions that finally establish the truth to be taught. It leads through the use of mental power to a development of greater mental power.

2. They increased the knowledge of the culture and civilization of the East, made Europeans more liberal and aroused the people to mental activity. They were educational in their results and prepared the wav for an intellectual revival.

3. This principal would give a habit and power of reasoning, but if fully carried out there would be no progress in learning, since it is only by availing ourselves of the knowledge handed down to us from the past that we may go on to new research and add to the knowledge already attained.

4. Jesuits, Jansenists. The Jesuits laid princinal stress upon the humanities and theology. They employed the memorites method. The Jansenists gave preference to the mother tongue and modern languages. They led stress upon the use of objects and addressed their instruction to the THE CONTROL OF THE CO





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5. Ratke—Everything after the order and course of nature; Comenius—Learn to do by doing; Fenelon—Allow nothing to be committed to memory that is not understood.

6. The founding of the Real school is credited to Francke. It gives great attention to things of practical utility and its chief purpose is to prepare for practical life. Precedence is given to modern languages, sciences and the arts.

7. He introduced the use of objects in teaching and the natural method of teaching Latin. His institution was purely secular; this fact together with his lack of tact and of practical business methods acted against him. He was capricious, lacking in self command and proper balance, thus making many enemies unnecessarily.

8. Rouseau believed in developing the faculties

separately, while Pestalozzi would train all faculties simultaneously but in proportion to strength.

9. Spencer wrote from the standpoint of a philosopher; Arnold, from that of a teacher. The former stimulates the reader to greater mental activity; the latter shows us the value of the human heart in the teacher.

10. There has been a gradual abolition of corporal punishment and of those punishments that are fear-inspiring and cruel. Better discipline is secured at present by appeals to high incentives and by using only those punishments that are mild educative, reformatory and just. The change is owing to a better knowledge of the child that has been brought about by genetic psychology and the various forms of child study.

11. Henry Barnard was an educator and author of works on education. He studied law after graduation at Yale in 1838. He later held the position of State Superintendent of Schools in Connecticut and Rhode Island and was president of the St. John's College, Md. He was United States Commissioner of Education 1867-1870. He was best known as publisher of the American Journal of Education. He died in

I000.

12. First public school taught, 1633.
Organization of the University of the State of

New York, 1784.

First free school fund established, 1795. Second free school fund established, 1805 Superintendent of common school, 1813-1821.

First training class appointed, 1834. First teachers' institute held, 1844. First normal school established, 1844.

Office of Superintendent of Public Instruction established, 1854. Rate bill abolished, 1867.

Uniform teachers' examinations established, 1887.

Unification of two educational departments, 1904.

# PHYSICS

#### Questions

I Define five of the following: force, momentum, work, horse power, erg. watt, poundal.

2 What is meant by diffusion of gases? Explain diffusion of gases by the kinetic

theory.

3 A freely movable body is acted on by three forces, one of 12 dynes acting due east, one of 12 dynes due south and one of 9 dynes due northwest; find the magnitude and show

by diagram the direction of the force required to maintain equilibrium.

4 To which class of levers does the common balance belong? A body weighs 36 pounds in one pan of a false balance and 25 pounds in the other; find the true weight of the body.

5 Describe an experiment to show that a gas

has a) compressibility, b) elasticity.

6 Explain by aid of a diagram the action of an

intermittent (periodic) spring.

7 A rectangular scow 40 meters long and 7 meters wide draws 1 meter of water when empty and 21/4 meters when loaded; find in kilograms the weight of the load.

8 Describe in detail the arrangement and ex-plain the operation of a hot and cold water system for a house, heat being furnished by a kitchen range and water supplied from a

street main. [Use diagram.]

9 What is meant by the spheroidal state of a liquid? Describe an experiment to illustrate the spheroidal state. Explain.

10 Five grams of water at 85° C.; find the resulting temperature of the mixture.

ing temperature of the mixture.

11 Describe a laboratory experiment to show the lines of force between two bar magnets lying in the same straight line, when their like poles are brought near each other. Make a diagram showing the magnets and the lines of force.

12 Describe the construction and explain the

action of a gold leaf electroscope.

13 Give the location of the seat of the charge of electricity in a Leyden jar. Describe a laboratory experiment to prove your answer.

14 In a battery consisting of 6 cells, each cell has an electromotive force of 1.02 volts and an internal resistance of 1.2 ohms; find what current the battery will send through a circuit having an external resistance of 36 ohms, when joined in a) parallel, b) series.

15 Describe the construction and explain the operation of an electric motor.

16 State the relation of temperature to the velocity of sound in air and show that this relation does not conflict with the relation the following expressed by  $\mathbf{v} = \mathbf{v}_{\bar{D}}^{E}$ 

17 Define pitch. Describe an experiment to show that pitch depends on the rapidity of the vibrations by which the sound is produced.

18 Give the velocity of light. Describe an accurate method of determining the velocity of light.

19 What is the cause of diffraction of light? Describe an experiment to show diffraction

of light.

20 State the conditions necessary to the formation of a) a continuous spectrum, b) a discontinuous spectrum. To which of these classes does the solar spectrum belong?

# Answers

I Force is the cause that changes or tends to change the velocity or direction of motion of a body. Momentum is the quantity of motion and is equal to the product of the mass of a body by its velocity. Work is the overcoming of resist-

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ance of any kind. A horse power represents the ability to do 550 foot-pounds a second. The erg is the amount of work done by a force of one dyne producing a displacement of one centi-meter. A watt represents the rate of working in an electric circuit when the electromotive force is one volt and the current is one ampere. A poundal is the force that, applied to one pound of matter for one second, will produce an acceleration of one foot a second.

2 It is the gradual and spontaneous mixing of two gases that are placed in contact. kinetic theory considers that the molecules of a gas are in constant and rapid motion in straight lines and with a uniform velocity, until they strike other molecules or the side of the con-

taining vessel.
3 A force of 8 dynes (nearly) northwest. (Diagram omitted.)

4 First class. 30 pounds.

5 a) This may be shown by the closed manometer. When the pressure is equal to one atmosphere the air has a certain volume and when the pressure is doubled the volume of the air is reduced to one-half its former volume. b) This may be shown by putting a rubber bag partially filled with air under the receiver of an air pump. Exhaust the air and the bag will increase in size. This is due to the elasticity of the air.

6 The outlet of a periodic spring is in the form of a siphon and its action is explained in the

same manner as that of a siphon.

7 350,000 kilograms.

8 The system consists of a cylindrical boiler holding about forty gallons. The boiler is set on end at a short distance from the range and connected as follows: A pipe leads from near the bottom of the boiler to the water front in the firebox of the range, where the water is heated, and circulates back to the bottom of the boiler through a return pipe. Two pipes enter the top of the boiler, one connected with the main and bringing cold water and discharging it near the bottom of the boiler; the other pipe draws off the warm water from the top and distributes it through the house. The operation of the sys-tem is as follows: As the lower layers of the liquid become heated they expand and rise, while the upper layers, which are colder and therefore denser, sink and take the place of the first; these in their turn become heated and so on until the whole mass is heated. The main causes pressure for forcing the water to different parts of the house.

(Diagram omitted.)

9 Whenever water is thrown upon a smooth metal surface at a high temperature a condition

called the spheroidal state is set up.

Drop a little water on a very hot metallic surface. It will take a spherical form resting for a time on a cushion of its own vapor, without coming in contact with the metal.

10 Let x = the resulting temperature.

5(x-0)=90(85-x.)

x=80 degrees centigrade, ans.

11 Lay two har magnets in the same straight line with their like poles near each other. Cover the magnets with a sheet of paper and sprinkle uniformly over the paper very fine filings of wrought iron. The lines of force as shown by the filings seem to repel each other.

(See textbooks for diagram.)

12 It consists of a glass jar, through the cork of which passes a brass rod terminating in a ball on the outside and two strips of goldfoil attached to the inner end. If an electrified body is brought in contact with the rod, the metal strips become similarly charged, and hence are mutually repelled.

13 In the glass. Procure a Leyden jar with movable coatings. Put the jar together and charge the jar. Remove the inner coating with a glass rod. The electroscope shows that it has no charge. The same fact is shown in regard to the outer coat. Put the jar together again and it can be discharged by connecting the inner and the outer coats.

14 .028 ampere.

.141 ampere.

15 It is generally similar to the dynamo in form and construction. The chief parts are a field magnet and an armature consisting of coils of wire wound round a soft iron core and free to revolve between the poles of the field magnet. When a current is sent through the armature of a motor at rest, the opposition between the lines of force of the magnetic field of the field magnet and those of the magnetic field of the armature coils produces a repulsion that causes the rotation of the armature, and thus enables the motor to perform work.

16 A rise of temperature without barometric change increases the velocity of sound in the air about two feet for each degree centigrade. The effect of raising the temperature of air is to increase its elasticity. It is evident in the formula given that if E, the elasticity, is increased and D, the density, is unchanged, the velocity will be increased.

17 Pitch is that quality of sound by which it is recognized as acute or grave, high or low.

Savart's wheel consists of a heavy metal-toothed wheel so mounted on an axle that it can be put in rapid rotation. Set such a wheel in rapid rotation and hold the edge of a card against the teeth. A change in speed is accompanied by its corresponding change of pitch.

18 186,000 miles a second. The velocity of light has been determined by a study of the moons of Jupiter. It has been observed that the intervals between the successive eclipses of one of the moons keeps increasing while the earth passes from conjunction to opposition, and that the retardation amounts to 16 min. 36 sec. This means that it requires 16 min. 36 sec. for light to cross the orbit of the earth. From this data the velocity of light is easily computed.

19 Diffraction is the phenomenon resulting

from the fact that rays of light on passing a sharp edge become bent, and if the edges are near one another interference of light waves

takes place and gives colored fringes.

Blacken a strip of window with India ink. With a fine needle draw a series of parallel lines, quite close together, through the ink to the glass. Hold the glass close to the eye and look through it at a flame. There will be seen brilliant spectrum colors.

20 (a) The source of light is an incandescent

solid, liquid or dense gas.

(b) The source of light is a rarified vapor or

The sun belongs to that form of discontinuous spectra called absorption spectrum.

(To be continued next month)



# FACTS

Savages do not insure their lives; Morose and cranky people do not,— Wife and children haters do not,—

Misers do not,-

Persons whose sense of personal responsibility is feebly developed, do not,—

People who are hanged, seldom or never leave life insurance;

Victims of swelled head, do not—
The meanest man you know, safe to say, has no
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What Our Patrons Say:

Cape May City, N. J.—We have elected Miss Fisher, who was recommended by you for the vacant position in our high school and have this day notified her of our action. S. H. Moore, Chairman Teachers' Committee, Aug. 7, 1905.

West Stockbridge, Mass.—I have received an appointment at West Stockbridge and feel very grateful to you for the interest you have manifested and the assistance you have given me in securing the position. Elisabeth Vrooman, Middleburg, N. Y., Aug. 7, 1905.

Stamford, Conn.—I have been appointed to the position in Betts Academy, for which you recommended me, and have just written a letter of acceptance. I thank you for the assistance you have given me in securing this position. Chas. B. Weld, New Haven, Vt., Aug. 7, 1905.

Port Leyden, N. Y.—We have hired Miss Mary B. Garvin, recommended by you and notified her last week. *John McHale*, Clerk Board of Education, Aug. 8, 1905.

Troy Conference Academy, Poultney, Vt.—We have engaged your candidate, Miss Lillian E. Fisk, for art. In selecting her we passed by Syracuse graduates and women of very successful experience who were willing to take the same salary. Rev. C. H. Dunton, Principal, Aug. 8, 1905.

Morgantown, W. Va.—I have received a telegram from Superintendent Gallup notifying me that I have been elected to the position for which you recommended me and have just wired my acceptance. Thank you for your prompt and efficient efforts in my behalf. Jane M. Chambers, Liverpool, N. Y., Aug. 9, 1905.

Morgantown, W. Va.—Two of your candidates, Miss Watson and Miss Chambers, have been elected to positions in our school. Supt. Wm. H. Gallup, Aug. 9, 1905.

Poultney, Vt.—The position in Troy Conference Academy has been given to me, and I feel very grateful to you for your assistance. Lillian E. Fisk, Morrisville, Vt., Aug. 9, 1905.

Roxmor Woodland, N. Y.—Please find check enclosed for my commission. I find my work here very pleasant. The camp so far has been thoroughly a success. I highly appreciate the work you have done for me. Harry W. Little, Aug. 10, 1905.

Trinity Hall, Washington, Pa.—We have selected Mr. E. V. Greenfield, whom you recommended, for the French and German position. Thank you for services rendered. Chas. G. Eckles, Head Master, Aug. 11, 1905.

Coal Valley, Ili.—I have been elected as principal of the school at Coal Valley, Ill., and think I shall accept. Thank you for your favors. Alex. Unger, Marietta, Ohio, Aug. 14, 1905.

Kewanna, Ind.—I have accepted the position at Kewanna, Ind., for which you recommended me some time ago, and shall leave here Saturday, Aug. 19th, for that place. Thank you for your efforts in my behalf. Paul Weiss, Providence, R. I., Aug. 14, 1905.

Manchester, Vt.—I have accepted the position at Manchester for which you recommended me. Thank you for the efforts you have made for me. Mrs. Alice Walrath, Fort Plain, N. Y., Aug. 14, 1905.

Napanoch, N. Y.—I have to-day accepted the principalship of the school at Napanoch and thank you very much for the help which you gave me in securing it. I hope I shall be able to do successful work and reward your efforts in my behalf. May Hale, Cortland, N. Y., Aug. 14, 1905.

Staunton Military Academy, Staunton, Va— Upon your recommendation I have offered Mr. Maloney the position for which you recommended him. Many thanks for your kind attention and most intelligent service which has the writer's heartiest appreciation. Capt. Wm. H. Kable, Commandant, Aug. 14, 1905.

Andalusia, Ill.—I am pleased to say that I have secured a position as teacher through your agency. D. M. Dukeman, Lancaster, Pa., Aug. 15, 1905.

Agricultural College, Miss.—I received the following telegram this morning: "You are appointed at \$1,200 salary, beginning Sept. 15th." I wired reply as follows: "I accept. When shall I report?" V. W. Bragg, Gordonsville, Va., Aug. 15, 1905.

Rutland, Vt.—You will be interested to know that we have engaged Mr. Nelson A. Hallauer, of Webster, N. Y., one of your candidates, as teacher of science in our high school. Thank you for your prompt attention to our needs. H. Ross, Chairman Teachers' Committee, Aug. 15. 1905.

Derby, Vt.—I have been elected to the position in Derby Academy for which you recommended me, and have already wired my acceptance. Let me thank you for the unceasing efforts you have made in my behalf. I shall take pleasure in recommending your agency to my friends who are teachers. Annie P. Stone, Baltimore, Md.

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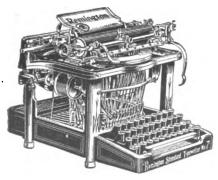
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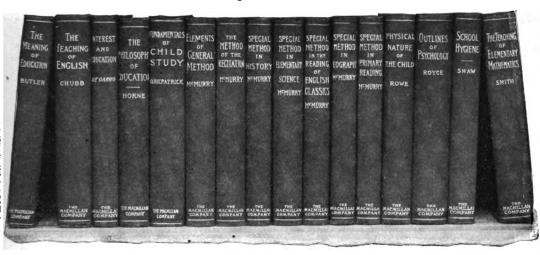
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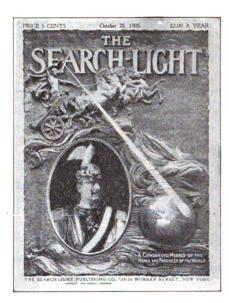
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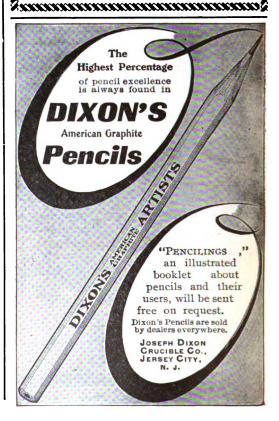
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Vol. IX

DECEMBER, 1905

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#### THE SCHOLARLY MIND \*

PROF. FRANCIS RAMALBY, UNIVERSITY OF COLORADO

THERE are so many good things to be said about modern university courses and the students who pursue them that it may seem, at first, unpardonable to suggest any improvements. One feature, however, I think may be mentioned which is not just as it should be.

One does not need to be a student of zoology to know that a sponge remains in one place during its life and takes in, as food, what comes to it. There is danger of students becoming intellectual sponges, sitting in the lecture room and absorbing the knowledge which is given them and yet never going out to learn things for themselves.

When such a student finishes his course, whether in a professional school or in college, he has stored up in his mind a great many facts. But before long a good part of this group of facts will be forgotten. Then what has he to show for his years of study? Only his diploma.

I believe that thinking people will agree that the mere acquisition of knowledge is not the aim of higher education. It should be only a part of such an education. Far more important than to have a horde of facts stored up in the mind is to have that mind trained in reasonable habits of thought. Accuracy in judgment, ability to distinguish between truth and error, mental alertness—these are the things which should distinguish the educated man and woman.

How may the student gain the scholarly

\*An address to the students of the University of Colorado, Oct. 23, 1905.

mind? Not by mere study of lecture notes and assignments in books. This may help or it may not. The real way is for him to look things up on his own account. Perhaps a student has assigned to him some special subject for study. Will he gain much thereby if he only consults certain authorities cited by the professor? No, he will gain knowledge, but will add little to his mental ability.

Suppose he finds in his reading various side branches of the subject mentioned. He says: "Well, maybe those things would be interesting to look up, but I don't believe they are required." And that ends it. Let me tell you that this sort of thing long continued is mental suicide—nothing less.

The true student studies for the sake of finding out. He should find many a reference every day, which he will look up just for his own satisfaction. Such a habit formed now means much in after years. It is not enough to inquire from the professor about some obscure point. Let him find it out for himself. Once away from the university, there will be no professors to ask.

It does not suffice to know how men have acted in the past when a certain difficulty has confronted them. Your trials and difficulties are going to be different from these. No two people live the same life. New situations are always arising. When a crisis comes you must act and act quickly. To do this you will need, not only a store-house of facts, but you will need mental agility—and this is not the

property of him who sits languidly in his chair and memorizes what the professor tells him. Active thinking and self-directed study, not passive absorption of knowledge—these train us to cope with the difficulties of life.

He who would wish to be a power among his fellows must put his mind in training by his own individual study, sometimes of things related to his university work, sometimes of things far afield. There should be more use of reference books, more use of current magazines, especially the solid ones, more consultation of original sources and less dependence on text-books and lecture-notes.

The instructors are busy men. They have their time fully occupied in giving

the best they can to their classes. They can not take the students separately and say to this one: "You need to do this," and to that one: "Your mind should be trained in that way." But each student can do much for himself. Let him get the habit of studying things out alone, whether in the library or in the laboratory; whether this be required by the instructors or not.

The really able man or woman has a mind trained through years of active exercise in real thinking—not mere remembering. To be of scholarly mind is to be mentally alert, quick to see, quick to think, quick to distinguish truth and error, to be accurate in judgment—therefore, to lead a life governed by right reason.

#### THE LIBRARY A LIVING FORCE

SUPT. J. E. VANCE, MARION, OHIO

THE library is a silent school of learning and helps to complete that education which the schools fail to accomplish. This subject of reading for the young has of late years come into unprecedented prominence, and I take it, this is the reason we hear such nonsensical objections raised against the library movement by the older generation. Reading is the storehouse of intellectual wealth and the basis We fail in a large of all education. measure in the teaching of reading in that we teach the text-book instead of teaching the child to use books. It has never yet occurred to some of our teachers of the rural schools that the end of reading is to learn to appreciate the beauties of literature. An applicant for a teacher's certificate a month or more ago, in answer to the question, "What is reading?" wrote that "Reading is pronouncing the words of a piece correctly." Now that answer conveys the conception that a great many of our teachers have of the art of reading,

consequently libraries amount to nothing in the hands of such teachers.

Until teachers have a higher conception of reading than the teacher mentioned who had regarded reading as the art of pronouncing words, the library will be of little force. Teachers have heretofore put too much confidence in the ability of children to read when they have shown themselves able to repeat every word in a given selection, or when they can glide sing-song through a beautiful poem without the faintest conception of the meaning of the lines and the sentiment contained therein. Others imagine the pupil has reached a state of perfection in reading when he is able to read a whole paragraph without a mistake, never failing to count one for every comma and four for every period.

Have you not seen teachers following religiously that pernicious practice of allowing a pupil to read only as far as he can without making a mistake? To be sure this sort of work teaches carefulness

on the part of the pupil, which no one will deny is a good thing to teach, but the pupil in his eagerness to read further than his fellow loses sight of everything else save the mere words, thus failing to grasp the thought of the selection, which should be the end of all reading. This sort of teaching leads the pupil to regard reading not as a luxury but as drudgery. He has acquired mechanical reading, the calling of words, but has not had a taste of the beautiful in literature.

Drawing, nature study and arithmetic are all valuable and have their place in the curriculum of our rural schools, but the teaching of reading, not in the narrow sense, but in the sense of creating within the pupil a desire for the pure and wholesome in books, is the most profitable part of any education.

One writer says "no man having tasted good food or good wine or even good tobacco ever voluntarily turns to an inferior article." So with our reading habits, a taste for good reading once acquired becomes a joy forever. Now this taste for good reading must be cultivated under the wise direction of the teacher, for statistics show that children do not naturally possess a fondness for the best class of literature. It is admitted that many teachers are not capable of directing the reading habit of pupils, having received little or no training of this sort; then it remains for the superintendent to come to the rescue and provide means for the benefit of the teacher. A course of practical and informing lectures delivered before the county institute would be a source of pleasure, inspiration and profit for the teachers. If this spirit of the use of books for the good of the soul can be instilled into the hearts of boys and girls, the habit thus formed and the taste thus acquired will be of infinitely more value to them than the information gained. The latter may soon be forgotten, but the former will remain with them through life. It is impossible that such a

spirit and love for the good and the true should be implanted in the hearts of the children of even an ignorant and uncouth family without exerting an elevating and refining influence. When this spirit shall have worked its way into the hearts of the teacher, the pupil and the patron, then will the library have been established as a living force in the land, and your bread cast upon the waters shall return unto you after many days in the consciousness of a happier and a better civilization.

#### SOME FUNDAMENTAL FACTORS IN DE-TERMINING A TEACHER'S PROFES-SIONAL WORTH

SUPT. ELMER S. REDMAN, HORNELLSVILLE, N. Y.

#### 1. Scholarship as shown:

- By her general culture and knowledge.
- By her special knowledge of branches taught.
- 3. By her continued growth in intellectual power.
- 4. By her accuracy in subject matter, language, reports, written work, etc.

#### 2. Personality as shown:

- 1. By her neatness and taste in dress.
- 2. By her neatness and order in care of desk, blackboards, etc.
- 3. By her tact in meeting patrons, associates and pupils.
- 4. By her correctness of conduct in and out of school.
- 5. By her ability to win the confidence and arouse the better motives of her pupils.

#### 3. Disciplinary Ability as shown:

- 1. By her ideal of order.
- 2. By her success in attaining proper order.

- By her success in promoting growth of pupils in self-control.
- 4. By the apparently permanent results in character.

#### 4. Teaching Power as shown;

- By her skill and rapidity in questioning.
- 2. By her aptness and skill in the use of illustrations.
- 3. By her success in holding attention during recitation.
- 4. By her success in arousing interest in the subject studied.
- By the intellectual growth and development of pupils.
- By the amount of special preparation for each recitation
  - a. Made by the teacher.
  - b. Made by the pupil.

#### 5. Professional Spirit as shown:

- 1. By her enthusiasm in the work of teaching.
- 2. By her sympathy with her pupils.
- 3. By her co-operation and sympathy with associates.
- 4. By her helpfulness and loyalty to official superiors.
- 5. By her discretion in discussing school matters.
- By her willingness to receive criticism.
- 7. By her ability to improve as a result of criticisms and suggestions.
- By her punctuality and promptness in attending regular and special meetings, closing recitations, excusing classes, making reports, etc.
- 9. By her attendance and interest in educational meetings.
- 10. By her interest in pedagogical periodicals and books.
- 11. By her general attitude toward educational matters.

# TYPES OF METHODS IN DISCIPLINE SUITED TO DIFFERENT GRADES AND TO PUPILS OF DIFFERENT TEMPERAMENTS

PRINCIPAL M. L. DANN, CHESTER, N. Y.

T was not many years ago when the prevailing ideal for the discipline of a school was something like this: Promulgate at the beginning a set of rules for the conduct of the pupils and from the opening day exact from one and all an unwilling obedience to these rules by a free use of brawn and rawhide, regardless of the child's innate peculiarities and of his state of development mental or physical.

According to this plan of government, each pupil was to perform his school duties like a lifeless piece of machinery or perhaps more like a soldier in a regiment. The underlying 'principle of this old manner of discipline was a laudable firmness, to be sure, but it was the baldest kind of firmness without modification or adaptation.

Modern pedagogy teaches, with the old, that school children should be governed with a firm hand, but it recognizes that disciplinary methods must be greatly modified and adapted to fit the individual conditions and temperaments of many very unlike children, throbbing with life and filled with feelings as delicate and sensitive as those of the teacher. The old pedagogy emphasized only the firmness; we give equal emphasis to both the firmness and the adaptation.

A strong school principal with whom I once worked used often to say: "The only way I know for managing a school room is with an iron grip. It may be padded as much as you please, but the hand itself must be iron."

And with him I heartily agree, although I strongly insist upon the padding, preferring it thick usually and often soft; for a teacher's success in discipline is

measured, not wholly by the quiet and orderliness of her room and her ability to command and receive prompt obedience from every pupil. That is the successful discipline which is unmistakably firm, but still keeps the pupils well disposed and leads them to do willingly whatever their teacher requires.

How, then, shall we pad the iron hand of discipline; how shall we adapt our methods of government to different children's needs? This paper proposes to treat of only a few points out of many that might be raised.

Most of us find among our pupils the headstrong, self-willed boy who has been spoiled by too much pampering and coddling at home. What are we to do with him? Coddle him still more in school and complete the ruin begun? Certainly not. In my judgment the best thing for this sort of child is to feel the iron pressure of the teacher's authority, steadily and firmly applied, until the girl or boy learnswhat his parents have failed to teach him-that there is such a thing as obedience to higher authority. After this fundamental lesson has been thoroughly impressed, and only then, will this child be of any benefit to himself or to anyone else.

Another perplexing and common type of pupil is the one of inborn or inbred obduracy—the boy who so quickly grows sulky and sullen when you attempt to drive him. This boy is one of the average teacher's hardest problems in discipline as well as the source of many of her worst failures. How many of you have sent boys home at night bitter and resentful after an unwilling obedience, still less inclined to obey you the next time. To be sure, after you face. the bald question whether the child will obey you or not, there is no alternative—he must obey, willingly or unwillingly. But is it not wiser in dealing with your obstinate boy to avoid raising this issue undisguised, but by a kind, straightforward manner keep him working harmoniously with you just because your whole manner makes this natural for him and you say and do nothing to ruffle him?

What are we to do with that excitable, restless child who seems a personification of perpetual motion? You will not keep him entirely quiet probably, and doubtlessly you ought not to, for the teacher's work is not to repress activity, but to direct and guide it wisely. So keep your fidgety child well employed. He is just the child of whom you can easily make a loyal friend if you only understand him and sympathize with his active nature.

That timid, sensitive child—what of him? He requires almost no correction, is overwhelmed with the little he receives, and is likely to form a deep dislike for the teacher who makes any public example of him. This child offers a great opportunity, for his shyness is often due to a rare fineness of soul fibre out of which such men as John Hay are made. Let the timid child have, therefore, delicacy of treatment and appreciative encouragement, leading him out of his abnormal timidity without making him any less fine-grained.

The question of adaptation of discipline to different grades is fully as vital as an intelligent and sympathetic handling of different dispositions in the same grade. Here, however, it is more a matter of having the right teacher in the right place—a matter requiring the best judgment of school authorities in choosing teachers and of teachers in accepting only those positions for which they are adapted. Permit me, in passing, to state my opinion that a principal should be free to change a teacher from one grade to another whenever he finds a misfit.

What, then, are some of the distinguishing types of discipline required by the different grades?

The successful management of the pri-

mary grades requires a teacher, young in spirit, of reserve dignity and force, attractive to small children, and with boundless resourcefulness in filling the school work with variety for the fleeting interests of very immature minds. For a teacher of winning personality and calm, decided manner, the discipline of very young children is largely the problem of supplying variety of employment, at the same time interesting and really valuble as a school exercise.

The intermediate grades are, in my opinion, the proper field for the nearest approach to the military type of discipline. To have definite directions for taking up and laving aside pencils, pads and books, and to be required to perform the mechanical parts of school work upon signal in harmonious movement with the other pupils train children to prompt obedience, so essential to robust characters and so feebly taught by hosts of parents. Such lessons in obedience are best taught in the intermediate years. But the best type of military discipline is defective unless the teacher permeates it all with kindly individual attention and real sympathy with child impulses and child interests.

In the grammar grades and high school we meet the great problem of all school endeavor—the adolescent child, especially the adolescent boy. And yet the discipline of this same adolescent is not so difficult if teachers can only understand him and enter sympathetically into his feelings. He needs, and really likes, to be managed with a firm hand and yet in a way not to wound his

self respect or to minimize his feeling that he is almost a man.

My experience has taught me that nearly all adolescent boys respond nobly to a treatment which I cannot characterize better than by calling it business-like—a very straightforward treatment, entirely free from peevishness, bombast, or the martinet air, and characterized by frankness, cordiality, confidence in the public's good intentions, and by a full expectation that he will comply with your requests. posely say requests instead of orders, for nearly all directions to children of higher grades should be given in the form of requests rather than as commands, although the children recognize, without being told, that your requests have the force of commands without their form.

Scolding and talking about discipline should be rare in higher grades. Many of the little corrections needed should be made with only a look, and when greater occasions for correction arise, the teacher's words should be few, very frank and direct, seldom sarcastic, never querulous.

There are few situations more stimulating to an ambitious teacher than to have a room full of adolescent boys and girls, all working faithfully and developing grandly in an atmosphere of complete mutual confidence and affection between students and teacher. To be the center and the inspiration of such a school room is the opportunity of the teacher who understands the adolescent and keeps his own heart forever young.

Without method nothing can be done to any good purpose. -Macaulay.

#### THE CHILD'S MORAL NATURE AND ITS DEVELOPMENT

E. SCHULTZ GERHARD, PRIN. HUNTINGTON, PA., HIGH SCHOOL

WE would, indeed, not wish to make the uncharitable and uncritical remark that all children are born with a depraved nature and a corrupt spirit, although man is born in sin and cursed with depravity. Equally unwise and unphilosophical would it be to say that all children are ministering angels scattering sunshine and happiness wherever they may go, although we may be told that man has the temple of God within him, and that he was created a little lower than the angels. In the words of the greatest of dramatists, "How noble is man! how infinite in reason! how infinite in faculty!" To those of us who spend their time and energy upon bundles of restless nerves and lumps of sentient clay, especially where the clay is too often noticeable and gravelly, these words have a very significant import. We can truly say with the great dramatist, "Behold how noble, or ignoble, in reason! how infinite in faculty!" when some pestiferous, mischievous pupil is continually devising some scheme with which to torment his teacher, and whose only aim and purpose it is to do what has been forbidden simply because it has been forbidden, and to act like the Irishman, "To be a'gin the government."

No proof is needed to show that this is an imperfect world with imperfect man in it. But in order not to leave any impressions of pessimism, we may and probably must admit that it is in all probability the best world that could be constructed out of the material, and also that this state of imperfection is one of the desirable attributes of life. Imperfection and evil did not enter the universe from without, they are rather an indispensable part of the great drama of life. It is imperfection striving after perfection that makes life exciting and ex-

hilerating. Truly and nobly has the great poet of faith and imperfection said.

"A man's reach should exceed his grasp, Or what's a heaven for?"

It is only natural and logical, therefore, that a child born into this world should be born in imperfection, and most noticeably in his moral nature. It is what is noblest and best that is always lacking in the highest degree. It is not likely either that children can be made what they should be by any system of skilful discipline however extensive and perfect. The imperfection of children may be lessened by wise management, but remove it entirely you never can.

Each successive generation enters into the heritage of the countless millions of generations that have gone before. Man is to a great extent what he is by virtue of the forces which heredity has lodged in him; he is a storehouse filled with the experiences of the past, an epitome of what his ancestors were. We helplessly and unconsciously follow the impulses with which we were born. A child's nature, especially his moral nature, may at any moment be taken as an abridgment of the actions, sensations and characteristics of his ancestors. ancestors would very likely constitute a different class if we were allowed to choose them. It is for this reason that the poet laureate of American Literature has said that a child's education should begin several generations before he is born. Many faults, imperfections, and perversities of character are ascribed to children, which in reality lodge with the parents. Children must be dealt with as the Lord made them, or rather, as they have been brought into the world by their parents. Very likely a kind Providence has nothing to do with many

of the imperfections in human nature. Parenthood considers itself blameless; all the perversity and the depravity of human nature are inherent in children; these faults are supposed to be corrected by the time they come to advanced years. The dealings which we have with our fellowmen, however, give us a different impression; man's inhumanity to man, his unkindness, ingratitude, and greed often present a repulsive picture. Thus we are very strongly convinced that they are still and very likely will remain imperfect specimens of humanity. If such imperfection exists in the parent, what can be expected of the children?

The heritage spoken of has turned into heredity and heredity is one of the strongest elements in the formation of character; it is also a law of nature to which scientists are continually ascribing more power. In the words of the serene poet of Rydal Mount that

"The child is father of the man,"
may lie the almost unchangeable law of
human nature. Yet we would not for a
moment ignore the fact that there is a
law of variation through whose slow and
silent influences apparently insignificant
iotas are added to the sum total of the
perfection of the human race.

"Through the ages one increasing purpose runs, And the thoughts of men are widened with the process of the suns."

A civilized being is a record, written in shorthand, of the cycles of animal and human experience which has contributed to the organization and building up of conscious creatures. There is not only a natural law in the spiritual world, but also a spiritual law in the natural world.

The moral sense is mainly a hereditary faculty; it is a faculty easily influenced by circumstances, whether we believe with the great empiricist Locke that all our knowledge originates in experience, that there are no innate ideas, because if there were they must be known by all

from earliest childhood, which is not the case, or whether we believe with the great intuitionalist Kant that there are innate ideas, and that whoever denies the existence of a priori knowledge must also deny the possibility of mathematics.

In all probability the moral faculty is partly innate and instinctive, and partly the result of experience, of training, and of education. Between the ages of two and four children have a very advanced idea of what is allowed and what is forbidden, what they must do and what they dare not do. At a very early age they show a disposition to obey the orders of authority, especially of their parents who are for them the embodiment of the moral law. Man primarily belongs to the family, the natural social circle: here the child learns obedience to authority, or is at least supposed to, while he satisfies his parents and finds pleasure in their approval.

Not improbably this instinct of moral sense is the result of the social experience and moral training of the untold millions of generations which have preceded the present. Each generation has helped, it is hoped, to lift the human race a notch higher in the social scale of morality, whether it be true that the race at first consisted of angels who dwelt in paradise and afterwards became corrupt, or whether according to the evolutionist the human race is following one unbroken line of advancement. The result of this social experience and moral training invariably deposits in each child a certain disposition of character which determines whether that child may be trained and educated more or less easily and completely; and this training will be easy or difficult in proportion as the moral sense is keenly developed or not

> "It is not all in the bringing up, Let folks say what they will; You may silver polish a pewter cup, But it will be pewter still."

The moral sentiment is also shaped and developed by education and surroundings. As soon as the child is thrown into contact with others he is in various ways influenced by their actions. He is not slow to conform to the doings of those around him. His contact with one child may arouse his anger when his toys are taken from him, while on another occasion his happiness and gratefulness may be aroused when another child generously shares his toys with him. he experiences the effect of the good and the bad actions of others on his own welfare and happiness. Right and wrong are shaping themselves in his mind; he soon calls the one boy naughty and the other good. "Nothing," says John Locke, "sinks so deep into men's minds as examples"; and very true is this of childhood; at this period impressions are more effective and lasting than they are later Proper excitants arouse the young and fertile mind to produce right feelings, and right feelings result in right actions.

Thus far the child's idea of good and evil may have been only objective; good is what is allowed; evil, what is forbidden. The objective moral sense is often very incomplete even in the fourth and fifth years; but as soon as the child is able to reflect, his self consciousness, his self judging conscience, asserts itself. He begins to see that the happiness and kindness of others toward him are determined and conditioned by his actions toward them. He begins to feel that he should no longer do or not do a certain thing because he wishes to gain the praise of his parents or to avoid their condemnation. He feels impelled to do right because he realizes that there is an interdependence of actions which bind his fellows together.

The moral sense has now come to have a subjective meaning to the child; his own self, the ego, becomes the strongest power, the doer of the act and the imperial judge thereof; good and bad are hence subjective forms. By and by the child learns that evil is positive; that it is not negative good; that it is a tremendous force which makes for certain definite ends, the same as the good does. He now reflects whether it is always true that

#### "Whatever is, is right."

And if the "oughtness" of his consent asserts itself, he will feel constrained to do right, not because he must, but because it is right. Then he will realize by and by that a knowledge of what is right and the will to do the right constitute the highest essentials of character and the noblest attributes of life.

#### PROMOTING TEACHERS

Not long ago one superintendent was talking to another. One superintendent needed two strong teachers and asked the other if he could suggest from his corps one or two who deserved promotion to the better positions and better salaries. The reply came quickly from the other superintendent that though he had some strong teachers they were needed at home. He was unwilling to give their names for fear they would receive the better places. As he expressed it all the good teachers were needed at home. They would be glad to promote or demote the poor teachers and they had several such.

The writer overhead this conversation and it made him think of many other instances where superintendents had taken this same view. He also remembered several superintendents who had taken an almost opposite position. He talked with one to learn his philosophy. "Yes," said this man, "I always stand ready to help my very best teachers to better positions. The reason? Well, justice and the golden rule demand it. But looking at the matter from the standpoint of my school which is always first in my plans, it pays. For

several years I have sent to the larger cities and better paying positions my best teachers and yet we have now the best corps of teachers we have ever had.

"The logic of it? Why, it is simple enough. My teachers all know that their work is carefully watched. They feel that the one whose work is especially strong will receive my special commendation. They know too that I will carry this appreciation further to the point of letting this talent be known to superintendents searching for strong teachers. In a word each teacher on the force wants to carry out my plans, wants her work to shine because she hopes for a better place. There is no dead level. My teachers do not feel that they have reached the top. They see hope beyond. They have not reached the hum drum, unambitious stage which is likely to come to teachers who expect always to stay where they are.

"There is another side to this matter too. The best teachers in other towns like to come to our school. Sometimes they will come without an increase in salary. This is because they consider our school a stepping stone, I think. It has the reputation of being a good place to advance from."

So it is verily.—Nebraska Teacher.

#### WHAT GEOGRAPHY TEACHES

SUPT. CHARLES S. FOOS, READING, PA.

Geography is a study of the earth, both as to its physical form and as the home of man. As the latter, man's partition of the earth into political divisions and his relations thereto should be carefully taught. This may include names of countries and important cities, together with the race, language, occupation, religion, government and other social organization of the people. The study of its physical phase may include the prominent land features, as mountain and river systems, plains and highlands, the continents and islands with position, size,

contour, inland waters, animals and vegetation. Facts concerning the earth as a whole; its form, size, motions of the earth, latitude, longitude, climate, seasons, etc., should be taught. Unimportant facts and irrelevant detail should be omitted. Particular emphasis should be given to our own country and the nations most intimately allied with it. Much should only be read, not committed to memory.

Pictures, drawings, maps and globes are helpful auxiliaries in teaching geography. Geographical pictures instill the geographical idea. In the lower grades they are especially useful. Maps and globes help to build images of the real. Impress the fact that maps are only prints of the larger area of land and water. Emphasize map drawing and study of scale.

Local geography should be the basis of the work. Pupils should study about locality and its environment—topography, surface features, drainage, hills, valleys, river, city, people, occupation, streets, direction of streets, numbers of houses, etc.

Teachers should dwell on geography of current events. Pupils should bring in occasionally lists of places found in an issue of a daily paper, and use them for review, especially in higher grades. Teachers should invest the places with interest by bringing out important geographical facts.

Geography should be correlated with history. Teachers should impress in connection with cities and countries events that have changed the current of history and geography. They should compare one country or one state with another and dwell on points of difference.

Geography may be made very interesting, if teachers realize that the book is only a compendium of texts and put life and personality into them and not kill the lesson with undeviating devotion to the text. One who has traveled has a decided advantage. No other study so appeals to the imagination. Teachers should read and enlarge their scope.—Report.

#### For the School Room

#### KINDERGARTEN IN PRIMARY GRADES

MARY A. HOUGH, CLARENCE, N. Y.

THE kindergarten or the children's garden is the mediator between home and school. A child entering kindergarten at the age of four or five does not suffer the sudden transplanting of the child who, having never been to kindergarten, enters the real school at the age of six or seven. He finds there in the first place one ready to the best of her ability to take the place of mother. The primary teacher tries to do this, but she has not the opportunity of the kindergartner, who gathers the little ones around her at the circle and sits down with them at the tables.

Secondly, there is no air of restraint in the kindergarten. Can you imagine anything more pleasant than to enter a kindergarten and see two dozen bright, eager little faces and active bodies, happy both in their work and play, and to breathe there the atmosphere of love, happiness, and freedom?

Although the child is not held under restraint, he is at the same time subject to a law of order. Everything is done at a specified time and the child learns very quickly to obey the "clock's command." If you observe a lesson in kindergarten, you will notice that when any work is passed there is no grabbing or handling of the material until the direction is given by the teacher, then, all take work together; the same holds true with the putting away of material.

Thirdly, a child, after spending a year or so in kindergarten, has all his faculties alert, and the primary teacher does not have to work with stiff and feeble fingers, with ears unused to time, and eyes unused to form; on the other hand, each branch of instruction rests upon a foundation already acquired or is aided by faculties already exercised.

There is a connection between kindergarten and all later studies. This later instruction does not simply follow upon the kindergarten training, but grows out of it. There is everywhere development not change.

But all schools do not have a kindergarten and all primary teachers have not had kindergarten training. So my aim is to show them how to make their little ones a little more happy in their school-room drudgery, and also how to make them more self-active.

Self-activity is the basis of the true kindergarten. It is only through doing that the human being can be developed, can realize his own possibilities; and he must see himself objectively in some product of his own before he can know himself. With what feelings of satisfaction and self-respect and sense of his own dignity and importance, the little child exclaims as he holds up some piece of finished work, "See what I have made! See what I did myself." Therefore let us do things and make things in the primary, thus making our children self-active and self-creative.

Some may say, "What can we do?" Ask the children to each help mother or father and earn enough pennies to purchase a pair of scissors. Oh, the possibilities with a pair of scissors and a piece of paper! At first there may be lessons given, the cutting being directed by the teacher, and gradually leading up to original work. Let the children take the scissors occasionally and you will be surprised at the really nice work they will do.

Paper-folding, I think, is done already by a great many primary teachers, and an almost endless variety of forms can be made with the paper squares and circles. This does not give place to as much originality on the part of the child as paper-cutting, but it is good training for the fingers and also teaches them to take orders promptly.

I wonder how many primary teachers use clay in their room. I hope a great many. As in any new work, first direct the lesson, then let the children originate. A child finds so many possibilities in a lump of clay. In my fourth grade, we sometimes outline maps in clay. The children first flatten the clay then with the picture of the map before them, they take tooth-picks and do free-hand outlining.

The gifts of the kindergarten can also be used to good advantage in the primary, and a great many of them without previous training on the part of the teacher. The first gift, consisting of worsted balls in the six primary colors, will be most helpful in teaching form, color, and motions such as right, left, up, down, forward, back. There are many motion songs in which the child plays that the ball is a bell, pendulum, etc.

The second gift teaches the hard ball or sphere and its quality of rolling; the cube, which is the opposite of the sphere, and its qualities of standing and sliding; the cylinder, which is the mediator between the cube and the sphere, and has the qualities of both.

The third, fourth, fifth and sixth gifts are the building gifts and are a great aid in the development of the child's imagination. They can also be used in more practical work as in number. The seventh gift consisting of wooden tablets; the eighth, of wooden sticks from one to five inches long; and the ninth gift or rings are used for picture and representation work. The muscles of the hand are developed in the skillful handling of this smaller material, as well as the more important lesson of accuracy of both the hand and the eye. Many useful lessons can be given with these gifts in the regular drawing period.

For my tenth gift, instead of the lentils, I have a box of assorted seeds, such as corn, pumpkin seeds, squash seeds, melon seeds,

etc. I generally use these for busy work; and for beginners, I often write new words also their own names on their desks with crayon and let them cover the chalk lines with the seeds, thus leaving the words outlined in seeds. After awhile they make words and pictures without the aid of the crayon lines.

Thus far I have spoken of the use of the kindergarten material, but there are many kindergarten methods that can be used to a great advantage in our primary rooms. One I have spoken of before and I would like to emphasize it again and that is, let there be more of an air of freedom in the primary but please understand what I mean by freedom—not laxity, no indeed—there should ever be in the primary the same as in the kindergarten, a certain law of order which permeates the very atmosphere.

What I do mean is this: Do not try to make wooden boys and girls out of these active little bodies. Does it make any great difference if the rows are not straight and all the little feet right under the desks as long as they are happy and busy? Does it do any hurt if once in a while a tired little one stands up in the aisle and stretches his little arms to take the ache out, or even lies down in his seat a few moments if especially weary? Answer these questions for yourselves, but I feel that every primary teacher here who really and truly "lives with her children," fully agrees with me.

But we can help these tired little bodies, as I am sure all primary teachers do, by rest exercises, such as stretching and yawning, reaching with the hands and feet, shaking the hands, clapping the hands, and many, many others. And as children are such good imitators, let them be bears, elephants, rabbits, frogs, in fact you can have a regular zoological garden. Also, let them imitate the human family in their different occupations, the father in being farmers, carpenters, blacksmiths, etc.; and the mother by washing, ironing, sweeping, sewing, etc. They will also imitate Nature by

#### AMERICAN EDUCATION

being leaves blowing about or trees swaying in the wind using the arms for branches.

Then if your room is so arranged as to make it possible, have marching in many different ways, by being soldiers, high-stepping horses, galloping horses, etc. If your room is not so arranged as to enable marching, let them skip up and down the front, singly and in pairs.

This leads me up to another subject, that of play in the school-room. You will find nothing better than a few good games which you can use in your room. That one of having one child blind while another child hides, then letting the one who is blinded guess who is gone, is a very good Put several objects on a table. Let children come up and look at them a few minutes—then cover them up and have them write as many as they can remember. Probably they won't spell many of the words right, but that doesn't make any difference, as this is a game not a lesson. They also enjoy playing toy-store in which a certain number of children represent the different things to sell; for example, dolls which talk or open and shut their eyes; different kinds of toy animals which have to be wound up to make them work; rubber balls, toy engines, etc. Let the rest of the children come and buy and take their toys "home" (which is of course their seat) with them. It is great fun for the teacher as well as the children.

When you see a general air of restlessness, just stop work for awhile and either have rest exercises, marching or skipping or sometimes better still, say, "Let's play a game, children." I think you will then find that there will be very little occasion for any reprimanding and you and the children will feel so much better.

Just a word upon the use of stories with children. Be very particular in your choice of stories and be sure that the stock is not too large. The repetition of a story is not tedious to children; they delight in an old story. Also be sure that the stories are really understood.

As to singing, I don't think there will be any danger of your doing too much of that. It might be well to remember these lines:

"If in the schoolroom the day has been long, Lighten your burdens by singing a song. Teacher and pupil the brighter will be, Blending their voices in musical glee."

The primary teacher as well as the kindergartner must be broad-minded and ever ready to examine herself carefully and conscientiously, to find out if what she desires is simply the expression of her own self-will, or if it is dictated by her desire for the highest good of the children in her charge. She has no right to break the wills of the children, but to train and direct them. Give the children a chance to decide questions for themselves whenever opportunity arises.

The teacher should always be ready to imagine herself in the child's place. She must be the motherly guide of the children and therefore needs to be full of sympathy.

The most urgent need of the present time is teachers of sweet and sympathetic nature, unselfish and true, genial and loving, teachers who truly "live with the children" in their world of thought and feeling.

N<sup>O</sup> matter if you are hidden in an obscure post, never content yourself with doing your second best, however unimportant the occasion.

-Gen. Phil. Sheridan.

#### **OUTLINES OF ENGLISH MASTERPIECES**

ELMER JAMES BAILBY, UTICA, N. Y.

#### MILTON'S LYRICAL POEMS

#### A. L'Allegro

- I. Introduction.
  - 1. Address to Melancholy.
    - (1) Parentage of Melancholy (1-2).
    - (2) Place of Melancholy's birth (3-4).
    - (3) Her proper abode (5-10).
  - 2. Invocation to Mirth.
    - (1) The invitation (11-13).
    - (2) Legends of her parentage (14-24).
    - (3) The Nymph and her companions (25-40).
- II. The lighter pleasures of the cultured man. (Dawn till midnight).
- · 1. Morning.
  - (1) Pleasures upon awakening.
    - a. The lark (41-44).
    - b. The goodmorrow (45-52).
    - c. The sounds of the hunt (52-56).
  - (2) The morning walk.
    - a. The workers (57-58).
    - b. The landscape (69-80).
  - (3) Noon and the succeeding hours.
    - a. The dinner (81-86).
    - b. Alternate interests.
      - (a) The busy field (87-90).
      - (b) The country holiday (91-99).
  - (4) Evening and night.
    - a. Early hours in country homes (100-116).
    - b. Later hours alone.
      - (a) Readings of Chivalry and Romance (117-124).
      - (b) Of Festivals and Revelry (125-130).
      - (c) From the drama [comedy] (131-134).
      - (d) Music [Lydian] (135-150).
- III. Conclusion: The promise to Mirth (151-152).

#### B. Il Penseroso

- I. Introduction.
  - I. Address to Mirth.
    - (1) Parentage of the Joys (1-2).
    - (2) Usefulness of the Joys (3-4).
    - (3) Their proper abode (5-10).
  - 2. Invocation to Melancholy.
    - (1) The invitation (11-12) [with a reference to her general appearance] (13-21).
    - (2) Legends of her parentage (22-30).
    - (3) The Nun [with further reference to her appearance] and her companions (31-60).
- II. The graver pleasures of the cultured man. (Dusk till noon).
  - 1. Night.
    - (1) The evening walk.
      - a. The nightingale (61-64).
      - b. The moon (65-72).
      - c. The curfew (73-76).
    - (2) Pleasure in meditation (77-84)

      [an alternative to (1) rather than
      a description of later hours].
    - (3) Midnight and the succeeding hours.
      - a. Philosophy and astrology (85-
      - b. The drama [tragedy] (97-102).
      - c. Music (103-108).
      - d. Poetry (109-120).
    - (4) The morning walk.
      - a. The grey morning (121-130).
      - b. The woodland hours.
        - (a) The groves (131-138).
        - (b) The brook (139-146).
        - (c) The dream (147-150).
        - (d) The awakening (151-154).
    - (5) The cloistered life and its music (155-174).
- III. Conclusion: The promise to Melancholy (175-176).



#### C. Lycidas

#### I. Invocation.

- τ. To the laurels, the myrtles and the ivy, closing with the reason for the poet's elegy (1-14).
- 2. To the Muses, closing with the hope that the poet, too, may have an elegist (15-22).

#### II. The elegy proper.

- 1. The early companionship of Lycidas and the poet.
  - (1) Their common occupation (23-31).
  - (2) Their common pleasure (32-36).
- 2. The mourning at the death of Lycidas.
  - (1) The grief of Nature (37-49).
  - (2) The poet's cry to the nymphs.
    - a. He calls upon them to explain their absence (50-55).
    - b. But realizes their helplessness (56-63).

[Digression: The poet's art.

- I. Its seeming uselessness (64-69). II. The passing gain from Fame (70-
- 76). III. The immortal value of Fame (76-84). IV. Transitional apology (85-87).]
- (3) Other mourners.
  - a. The Herald of the sea (Triton).
    - (a) His question (88-95).
      - (b) The reply of Hippotades (96-102).
    - b. Camus: his appearance and his grief (103-107).
    - c. The Pilot of the Galilean Lake.
      - (a) His appearance (108-112).
      - (b) His regret, and attack upon the church (113-129).
      - (c) His warning (130-131).
- 3. Last words of regret.
  - (1) The tribute of the vales to the dead (132-153).
  - (2) The lost Lycidas (154-164).
- 4. A vision of the risen Lycidas.
  - (1) He is not dead (165-167).
  - (2) He lives again (168-181).
  - (3) He has become the Genius of the shore (182-185).
- III. Epilogue [spoken by another poet]: The elegist's departure (186-193).

#### D. Questions and Topics

#### I. L'Allegro.

- 1. From lines 2 to 10 make a list of words which emphasize the appropriateness of the epithet loathed in line 1.
- 2. Give the two pedigrees assigned to Notice that assigned to Melancholy; and comment on Milton's readiness to take liberties with classical mythology.
- 3. Of the twelve companions of Mirth, mention six.
- 4. Give the four "unreproved pleasures free." These may be found by noticing that they are introduced by infinitives two root and two participial.
- 5. Of the nine "new pleasures," mention six.
- 6. Describe the simple pleasures which the poet observes in the "upland hamlets," especially dwelling upon the superstitious.
- 7. What are the four pleasures in which the poet indulges after parting with the country folk?
- 8. Explain fully all the mythological allusions.
- Explain the literary significance of lines 131-134.
- 10. Explain the use of "y" in "yclept," of "a" in a-Maying, of "his" in the 6th line. What is the antecedent of "her" in line 39.
- 11. Find examples of alliteration, of personification, of metaphor.
- 12. What two very common quotations are drawn from this poem?
  - 13. Pick out four word pictures.
- 14. Describe the versification. What is the prevailing foot? By what is it sometimes replaced? What system of rhyming seems to be followed? Point out exceptions.

#### II. Il Penseroso.

- 15. How is the emptiness of joy insisted upon?
- 16. Why are dreams called Morpheus' "pensioners?"
- 17. Mention five companions of Melancholy.

- 18. Mention the six possible pleasures of the night.
- 19. Give the three pleasures of the day dwelling at length upon the second and the third.
- 20. Of the many pleasures in these two poems which seems to be the one wished by the poet for all time?
- 21. Answer with reference to this poem questions 8, 11, and 13 given above.
- 22. Show that these poems express not the ideas of different men, but different moods of the same man. Show also the essential qualities of this man.

#### III. Lycidas.

- 23. What expressions in the first nine lines have caused critics to think that Milton in writing this poem broke a resolution to refrain for a time from writing verse?
- 24. Explain lines 22-63 in such a way as to show the facts of which the passage is a poetical presentation.
- 25. Give the three points in the development of the thought found in the first digression, lines 64-84.
- 26. Describe the procession of the three mourners and give the substance of their lament.
  - 27. Commit to memory lines 136-151.
- 28. Explain the allusions in lines 58-62, 160-164, 173-177.
- 29. It is said that lines 15 and 173 are incongruous in the same poem. What is meant by that criticism?
- 30. Why is this poem called a pastoral, an elegy? Where twice does it cease to be either one or the other? And what, according to Milton's own introductory note, is the apparent purpose and the real purpose of the work?

A care in the pronouncing of one word leads to care in another. Drop by drop the rock is worn away; step by step leads from bad to good; sentence by sentence elegant English is obtained.—Harriet T. Treadwell.

#### HUMOR IN THE KINDERGARTEN

D. G. DANE

LET me enter a plea for a touch of humor in the kindergarten. The man who sees life with a kindly and humorous twinkle in his eye is the one we rejoice to meet in our daily travels, and if there be such an one in a household, turning aside petty annoyances and trials with a jest, he is indeed a wellspring of joy.

Humor has a place in the kindergarten, too. Children appreciate it thoroughly.

One of the finest, most carefully taught kindergartens I ever visited—one in which the children's work was remarkably good and their general attitude to each other and to the kindergartner was most desirable—a kindergarten whose perfections filled me with dismay when I considered the possibility of attaining to them myself, left also at the same time a curious feeling of something lacking, like a beautiful room shut away from the sunshine. It was humor.

Then again, on the other hand, in visiting another kindergarten where the conditions were less favorable and the results less ideal, there was a brightness—a pervasive humor-that filled the room with sunshine, so that the visitor went away warmed and cheered and with new inspiration for her own work. In both these cases the kindergartners were fine women with high ideals and extremely conscientious in their work. The former seemed in deadly earnest all the time-strenuous, to use a popular and overworked word; the latter possessed the delightful gift of humor, which softened and irradiated everything about her.

"If one has not humor how may he achieve humor?" I hear some one paraphrase. Fortunately we have a fine heritage in song and verse, story and picture. Now comes in another question, and a crucial one—"What will seem humorous to a child of kindergarten age?" Only by trying can one determine. I must confess

that I am now and again woefully disappointed when something I had chosen as particularly amusing and delectable falls flat—and children never make pretense for mere politeness' sake.

The up-to-date public libraries of many of our cities and large towns possess a "Children's Room," well filled with books of songs, games and stories, even puzzles and simple busy work. The low kindergarten chairs and tables may often be seen well filled by children of from five to ten years of age, quiet and orderly, evidently enjoying thoroughly whatever they may have chosen to look at during their stav in the room. The librarian in charge is sometimes a kindergartner who has also the advantage of a library training. This is a particularly desirable combination for such a position. She will be eager to tell you which books are favorites and show you the treasures in her storehouse, and a rich harvest may often be reaped here.

Among books that interested me particularly was one of drawings of weird and imaginary creatures and a description of them—all done by an Englishwoman from

her four-year-old's vivid description. I thought my kindergarten children would like them and discussed the matter with some primary teachers of experience. They were afraid that the children would be frightened by the grotesque appearance of some of the monsters. However, I held to my point, and to my great satisfaction they roared with laughter, and for days after referred to the pictures with delight, even remembering some of the curious names.

Another point to be considered is that some books are written humorously for children, and others are written in a humorous vein about children for older people. One must distinguish carefully between the two, for books of the latter class might often give a child an overestimate of his own importance and make him self-conscious.

Bearing these points in mind let me urge you—to paraphrase once more—"If you have not humor, achieve humor." Try a touch of it in the kindergarten and see if it is not hailed with delight.—Kindergarten Magazine.

#### CHRISTMAS-TIDE

We have dwelt in the valley of verdure and flowers,

Climbed the Autumn slope barren and sear; Now to stand all aglow where the Christmas plateau

Crowns the high table-land of the year.

Above the sea-level of turbulent strife,
And the turmoil we've had for our pains,
Where the vision is clear and Heaven's as near
As the angels to Bethlehem's plains.

It distils from the sky—a sweet song as of yore, "Peace, Peace on the earth and Good-Will". Let the glad notes resound e'en the whole world around,

Till with rapture each bosom shall thrill!

Not the peace of great armaments grimly arrayed, Held in balance of hostile intent;

Nor the peace of submission, where impotent hate

Only rankles until it is spent.

But the peace of the reconciled family of man, Casting fear and distrust far behind, Crowning nations of heroes that reach to the line Of a courage that dares to be kind.

-M. H. Mulleneaux,

#### PLAIN TALKS ON FREE HAND PERSPECTIVE

THEODORE C. HAILES, DRAWING MASTER, ALBANY, N. Y. PUBLIC SCHOOLS

NUMBER III.

ET a stiff piece of cardboard and cut it exactly a foot square. Hold it before your pupils so that it will be on a level with their eyes and perpendicular to their line of sight. They will tell you that it looks like a square for two reasons: first, because they know it is a square, and second, because it looks like a square. Keeping it on a level with their eyes and still perpendicular to the sight, move back a few feet. They will tell you that it still appears like a square and if they are truthful, they will tell you that it appears just as large as it did before, because they know it is the same square. Now, let them test the size with their rules or pencils. The rule is better, because it shows just how many inches the line appears. Let them test when the square is near them and then again when it is moved back from them. Great care should be taken to insure the holding of the ruler perpendicular to the line of sight when testing. This needs much help from the teacher, for the ordinary pupil does not readily comprehend the idea, and I am sorry to add, that many teachers through lack of interest or worse also to fail to grasp the principle.

This exercise should be varied by taking measurements of different objects in the room, such as windows, doors, blackboards, pictures, desks and heavy lines drawn on the blackboard. The last is fine.

The measurements thus obtained are only proportionate to the size of the drawing you wish to make. Draw an oblong 4' x 2' on the blackboard and ask all your pupils to test it. The pupils sitting nearest will probably obtain measurements something like 12" x 6", pupils near the center of the room perhaps 6" x 3", while those in the back of the room about 2" x 1", but they will all be in the same proportion, viz: two to one.

The foregoing and similar tests will show the pupils conclusively, that distance has the effect of making lines and objects appear shorter and smaller.

Now hold the square piece of cardboard before the children once more on a level with the eye and perpendicular to the line of sight so that they see it as a square. Then, without moving it back, turn it slowly round on its vertical axis. Tell the children to watch it and tell you what happens to its appearance. With a little help from the teacher, the children will tell you that as the square slowly turns it appears to get narrower and narrower, until it finally appears like a vertical line. will see that while the horizontal dimension grows gradually less, the vertical dimension remains about the same. Then you may explain that turning a line away from the eye has the effect of making it appear shorter and is called foreshortening. Now, review the two causes for their apparent diminution of lines, viz; distance and foreshortening. The appearance of angles is taken with two pencils or splints held with their ends together by the thumb and first finger of the left hand. Two long, narrow strips of cardboard are excellent for this purpose. They should be held together at the ends and separated to measure the appearance of the angle under consideration. Remember that the splints must always be held so that they will be parallel with a vertical plane when taking measurements. The greatest vigilance must be exercised by the teacher over this direction, because the pupils will constantly tip the device toward the object. each pupil a good sized oblong sheet of paper and have them place it on the desk before them. Then they may test the angles of their own sheet of paper and afterwards the angles of their neighbors' sheets. The fourth or fifth year grades is early enough for this kind of work.

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## TEACHING THE CONSTITUTION PRACTICALLY \*

PRES. ELMER B. BRYAN, FRANKLIN COLLEGE

AS the Constitution of the United States is usually taught in our public schools, not one child in a thousand remembers a single thing that is worth while. He has not known anything worth while. He may have committed the document to memory as he would a declamation, but that is far from knowing it. To know a thing is to get it in its relations. What were the forces which made it, and what were the forces which it made? What was peculiar to the place and time which made the thing practically inevitable? Of what larger movement is it a part and what are the important parts or phases of it as a movement?

A presupposition for remembering the Constitution is that it should have been known, and a necessary condition for knowing it is that it should have been seen in its relations. All sides of it should have appealed to the learner. The constitution must be seen as the general instrument of government resulting from hundreds of years of conflict and development. In it must be seen the old navigation laws, the Stamp Act and its repeal, the Mutiny Act, the Colonial and Continental congresses, the Boston Tea Party, the Boston Massacre, Lexington and Concord, Bunker Hill, the Declaration of Independence, the Articles of Confederation, the numerous attempts to remodel the Articles, Valley Forge, the surrender at Yorktown. Unless these things can be seen as contributing finally to this result, the spirit and genius, and therefore the significance, of the Constitution are lost; it is not comprehended and so is not retained.

And likewise the significance of the Constitution cannot be comprehended unless we know it as the instrument of government under which our history as a nation

has been made. The questions which have arisen in our national history are to be determined in the light of this general instrument of government, and the Constitution itself can be understood only as we see its mark upon all important questions of state since its adoption. The only way to know a law fully is to make it operative. So it is with the Constitution, the general law of the land. It not only stands as the great generalized effect of the years that had gone before, but it stands out as the great semi-cause of the events which followed. The Kentucky and the Virginia Resolutions, the Hartford Convention, the Missouri Compromise, the Monroe Doctrine, the Acts of Nullification, the Wilmot Proviso, the Omnibus Bill, the Kansas-Nebraska Act, the Dred Scott Decision, the Act of Secession, Reconstruction, the Income Tax, are all constitutional questions, and no one can know the Constitution who does not see its marks on all such questions.

#### **FUNNY FIGURES**

A professor, who dreams in figures, has evolved the following curious specimen of figure gymnastics:

1 time 9 plus 2 equals 11 12 times 9 plus 3 equals 111 123 times 9 plus 4 equals 1111 1234 times 9 plus 5 equals 11111 12345 times 9 plus 6 equals 111111 123456 times 9 plus 7 equals 1111111 1234567 times 9 plus 8 equals 11111111 12345678 times 9 plus 9 equals 111111111 I time 8 plus I equals 9 12 times 8 plus 2 equals 98 123 times 8 plus 3 equals 987 1234 times 8 plus 4 equals 9876 12345 times 8 plus 5 equals 98765 123456 times 8 plus 6 equals 987654 1234567 times 8 plus 7 equals 9876543 12345678 times 8 plus 8 equals 98765432 123456789 times 8 plus 9 equals 987654321

<sup>\*</sup>From "The Basis of Practical Teaching," published by Silver, Burdett & Company, New York.

#### SKILL IN MENTAL ARITHMETIC

In many district schools work in primary arithmetic is greatly neglected. and unless the teacher is master of the situation the older scholars will demand more of her attention and time than they are entitled to, and thereby infringe upon the rights of the younger children. The teacher should bear down heavily on primary number work in the first years of the child's school life regardless of what the advocates of "fads and fancies" say in opposition to primary arithmetic in This is largely the work of school. memory and memory is most active in early years. First teach the processes, such as addition, subtraction, etc., of simple numbers and fractions, then give concrete problems as an application. The chief aim should be to develop skill in the fundamental processes. Give first conceptions of numbers by means of objects; be careful not to continue them too long. teachers make the mistake of teaching primary numbers to discipline the mind, to develop the power of reason. is that primary number work has perhaps less disciplinary value than any other This work should be emphasized because of its value. The processes, addition, subtraction, etc., are more in the nature of an instrument, just as the hammer, saw and plane are instruments in the hands of the beginning carpenter. This is why the great object should be to develop skill: because instruments can not be used readily in the accomplishment of work until the artisan can handle them skillfully, quickly and accurately. Then later when the work of dealing with concrete and abstract problems, the relation of numbers, is taken up, if the manipulation of processes has become a habit, the mental forces will not be dissipated in vibrating from process to solution.

As soon as the pupils have formed the habit of quick and accurate manipulation of numbers in all the fundamental processes, the work of developing the reasoning faculties will be easy and natural, and should consist of any amount of easy abstract and concrete problems to give power to analyze relations and the why of things. What is here stated in these few words, we believe, is the natural law of mental growth and to reverse it causes pupils to stumble through the work and their energies to be directed in waste.—Oklahoma School Herald.

#### THE RECITATION

SUPT, CHARLES LOSE, WILLIAMSPORT, PA.

GOOD many recitations need consist of nothing more than determining the progress of the class since yesterday, and when this is done, it will be found that a large part of the pupils are capable of proceeding without assistance and that the time of the recitation may be given to the few children who must be taught how to attack the lesson, or whose earlier work is defective somewhere, or who are naturally Again the teacher may slow to learn. abandon the recitation—in long division, for example—when not necessary for the entire class and devote the period to the few pupils who are in need of assistance. Since the amount of progress made by pupils in school is not determined so much by the number of hours they spend there as by the amount of time in school in which they are closely engaged in intellectual activity, which must necessarily be small with young children, the teacher may occasionally dismiss part of her school and devote the remaining time of the session to a small group of children who need individual attention to start in a new subject or to get over an old difficulty. And, again, since the teaching of helpfulness is a duty of the school there would be little harm and some good, maybe, in permitting the bright pupil who thoroughly understands a subject to assist, under the direction of the teacher of course, the slow pupil who does not understand it.

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#### Best to Be Found

#### CHRYSANTHEMUMS

By Elmer James Bailey

I turn from near the fire's outreaching glow To stand beside the window's frosting pane; And fair athwart the mist of falling snow That strives to hide my garden's little plain, There gleams a gold chrysanthemum's pale flower.

And then I think of her whose life is spent By beds of pain where hopeless hearts repine, And of those fevered ones to whom is lent. Because she watches o'er, a joy like mine, When mid the snow I see that golden flower.

CHARLES DUDLEY WARNER says, teach a child to read and not teach it what to read is to put a dangerous weapon into its hands."

Do you have any pictures in your school room? If not, be ashamed to look at its desolate walls. Pictures are so cheap and are of such educational value that no school room is complete without a few at least.— Oregon Educational Journal.

BEYOND the elements of an English education—the ability to read, write, speak and calculate readily-education is, to seventyfive out of every hundred rather a hindrance than a help. If this be pedagogic treason, make the most of it.—Florida School Exbonent.

I SHOULD like to call attention to the fact that up to quite a late period of the student's development the ear memory is better trained than the eye memory. It has more than once been possible to smooth away a difficulty by merely reading aloud, with proper emphasis, the very paragraph which has not been grasped when read by the student himself, so that the actual teaching of the advance lesson in class is found to be a great time-saver.—John H. Denbigh.

THE Manufacturers' Association. Brooklyn, at a recent meeting, in urging the establishment of more playgrounds, adopted the following resolutions: "We believe that the certain foundations of a life of usefulness, health and strength and successful citizenship, or of miserable failure and poverty, with their consequent burdens upon the community, are laid in the early years of life, and much of the time of the future citizen should be spent in play."

WHEN everything is said it still remains true that what the average teacher lacks more than anything else is scholarship; not the ability to pass examinations, but scholarship. In our discussion of ways and means and fads and fancies we seem to have forgotten this great fact. That great psychologist, Hugo Munsterberg, of Harvard University, declared once upon a time that what the average teacher needs is not psychology so much as scholarship.—West Virginia School Journal.

How to be popular:

Be sociable.

Be unselfish.

Be generous.

Be a good listener.

Never worry or whine.

Study the art of pleasing.

Be frank, open, and truthful.

Be kind and polite to everybody.

Always be ready to lend a hand.

Be self-confident but not conceited.

Never monopolize the conversation.

Take a genuine interest in other people.

Success Magazine.

Some SIMPLE ARITHMETIC: Ambition + Preparation + Determination = Success.

Laziness + Anything Else = Failure.

Energy  $\times$  the Number of Days in the Year = A Good Salary.

24 Hours -8 for work = Too many for idleness.

One man's work  $\div$  three people = Nothing done well.

A week's savings  $\times$  52 each year = The best New Year's resolution.

Inherited fortunes × 3 generations ÷ 5 young sports — brains = 5 idiots.—Ellis S. Cook in Education in Business

THE VALUE of "learning by doing" is not only recognized by leading educators but as well by writers of fiction. means more than the mere humor in Mr. Squeers's school in Nicholas Nickleby. Though Squeers's method is rough and uncouth, there is much philosophy in his injunction, "You must begin to be useful. Idling about here won't do." Dickens also condemns severely the abstract bookish method of teaching in Dr. Blimber's school as portrayed in Dombey and Son. makes a vivid picture of little Paul's going up stairs with a dozen or more old musty Latin, Greek and philosophical books slipping treacherously from between his arms and chin.—Southern Educational Journal.

As a RULE, our schools neglect to teach the children how to express themselves orally. The teacher occupies the center of the stage, does all the work and the pupil answers now and then in monosyllables. When asked to tell a story, the child gets up, stammers a few incomplete sentences and sits down. The trouble is, when a pupil stands up to tell something the teacher is constantly "butting in," correcting the child's English or interrupting him for some other trivial reason. The teachers must learn to let the child alone when he is expressing himself orally.—Dr. S. J. Taylor, District Superintendent of Schools, New York City.

Some things successful teachers look out for: That the class recites, not the teacher.

That the recitation is conducted for the class, and not for individual pupils.

That the teacher does not try to teach too many things in each recitation.

That the work for each day is prepared. That the whole lesson should not be equally emphasized.

That the following things receive careful and constant attention: Punctuation, capital letters, paragraphing, spelling, penmanship, composition, orderly arrangement and neatness.

That the end of the recitation brings added knowledge, clear perception, a desire to investigate further, and a definite understanding as to what is to be accomplished in the next recitation.—Arkansas School Iournal.

PRESIDENT CHARLES W. ELIOT, of Harvard, said in his address to the freshmen class this year: "The foundation of all durable satisfaction in life is that each man be a clean, wholesome, vigorous animal. This means that drunkenness, licentiousness and dirt of all kinds must be avoided. this is not enough. It is the intellectual life that gives the educated man the real satisfaction that endures. The cultivation of vigorous, intense, mental work each day is bound to furnish one of the greatest and most lasting satisfactions that come in life. Don't take three minutes to do what might just as well be done in two minutes. Don't take four years in college to do what might be done just as well in three years. third great source of satisfaction is a decent reputation. In order to secure this, be a man of honor. Act toward all women as though you were going to marry some pure woman inside of a month. Be honest to all, and, more than this, be generous, especially to those less powerful and poorer than yourself."

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TEACHERS should cultivate soft, clear voices. Speak distinctly and in a lower voice than you usually do. Watch yourself here and work for it. If the teacher speaks distinctly it is very seldom we find one talking in too low a key. If pupils have trouble in hearing you you may be sure it is due to indistinctness.—Nebraska Teacher.

ALTHOUGH much depends upon careful, continuous mental preparation for the strenuous work of the class room, yet the importance of a proper care for the physical health must not be overlooked or underestimated. A sense of physical well being is one secret of successful teaching. Abundance of pure air, good food, restful sleep, sufficient exercise, and general care for the health are necessities. A long vacation with entire freedom from school work and large opportunities for rest and recreation cannot atone for the harm of late hours during term time, even though the time stolen from sleep has been devoted to conscientious work in the interest of the Commencement should not find school. the teacher on the point of nervous prostration, unable to endure with calmness the thought of school or text-books, or to plan for the work of the coming year.—Moderator Topics.

A DEVICE IN ARITHMETIC.—I have found the following very helpful in the study of addition and multiplication: Take cardboard and cut out a fish about two inches long. On one side make scales, eye, mouth, etc.; on the other place numbers. When they catch a fish they must be able to quickly tell the sum or the product of the two numbers. I have about one hundred fish and by using no sign between the numbers I can use them for either multiplication or addition. Some especially hard numbers to remember we give especial names as "shiner," "pickerel," etc., and it

is considered quite a feat to catch such a one and "take it off the hook"—that is tell the numbers on its back. When all the fish have been caught the one having most is best fisher for that day. I find the children never tire of this device, and its results are most gratifying.—Mrs. S. E. Branaman.

CHILD 'CRUELTY.—Little Joe Krauer, in a New York school, appears really to have died of heart failure—a "broken heart," as the old saying is—as the result of grief and shame at the taunts of his schoolmates because he had failed to pass an examination.

A word of bitter scorn was hurled at him, which cut him to the soul. He blanched, fainted, revived, went bravely on; the taunts were renewed; and he fell dead.

Maybe this boy was unduly sensitive. But this would be no reason to other boys to spare him, but added reason to taunt him.

Boys are most heartless of barbarians.

The more sensitive and poetic a child is the more capacity he has for suffering, and the more cruel and constant therefore will be the ridicule heaped upon him.

There is no tyranny in the world so heart-racking and despotic as that of the bigger boy. It is not often that the strong heart of youth actually fails under it or the buoyant spirit breaks, but the other things that are killed in a boy—who can measure them?

Unless he is the finest texture and has the bravest soul the child is apt to be molded into the worst ways by cruelty. To escape it he will himself assume an air of roughness and do the things that the mob admires. Child cruelty makes thousands of young offenders and starts them on the road to criminality.

What has broken the heart of little Joe Krauer has broken the finer things in the spirit of millions of boys the world over.

#### **Editorials**

ALL New York State teachers should be at Syracuse, December 27, 28 and 29.

\* \* \*

MR. HARLAN P. FRENCH, of the Albany Teachers' Agency, and Mr. George C. Rowell, of AMERICAN EDUCATION, will be at Syracuse during the Holiday Conference and will be pleased to meet their friends at Room 176, Yates Hotel.

\* \* \*

CALIFORNIA and San Francisco. What an attraction for the members of the National Educational Association for July, 1906. Those in the East should be planning for the trip across the continent, for the rates will be very reasonable.

\* \* \*

Believing, as we do, that the supreme aim in education is the formation of character, we welcome to our columns any observations or opinions that will throw light on the most important theme. Most of all, we should be glad to learn of conditions or modes of training that have produced exceptional results.

\* \* \*

JUST as AMERICAN EDUCATION goes to press the news comes of the sad fate of James Russell Parsons, consul-general at the City of Mexico, and formerly secretary of the New York State Board of Regents. Mr. Parsons was a man of strong character and high attainments and his death is a distinct loss to New York State and to the City of Mexico, in whose educational affairs he took extraordinary interest.

\* \* \*

UNLESS the football rules for next year are modified to eliminate the element of danger to life and limb, the university and college authorities should make a definite stand in the matter to have the game abolished as a college sport. As now played,

football is brutal and savors more of the bloody contests of the arena of ancient Rome and the bull fights of Spain. The game not only inflicts bodily harm on the players, but has a degrading influence on the spectators. If football must be played by schools and colleges, let it be at least a gentlemanly sport,—like tennis or golf.

\* \* \*

THE political executioner has been at work at Troy, New York, resulting in the decapitation of the principal of the high school. For some time he has been out of sympathy with the mayor's political family, or more precisely, that part of it designated as the board of education. It is alleged that the principal incurred the displeasure of the administration by failing to contribute to the mayor's campaign fund, but the technical charges prepared by the majority members of the board and the superintendent of schools were those of incompetency and insubordination. After a lengthy hearing lasting on several occasions far into the watches of the night, the majority members voted immediately that the evidence warranted the dismissal of the principal, an act that has aroused public indignation. The Daily Times, Troy's foremost newspaper, voices public opinion by stating that the charges, in any serious form, are not proven and that the suspension of the principal should be promptly revoked.

If the charges were founded on political spite the present administration has little to gain by its act except revenge, for it is condemned to die ignominiously on January first. A new regime will begin on that date and AMERICAN EDUCATION prophesies another decapitation and hopes for the reinstatement of the principal of the high school. Oh Troy! Mayst thou find water clean enough to wash the stains from thy robes.

## NEW YORK STATE ASSEMBLY OF MOTHERS

WE are pleased to note the increasing interest taken in the annual gathering of the representatives of mothers' clubs throughout the State. This year the assembly convened at Niagara Falls and held one of the most successful meetings in the history of the organization.

While the purpose of the mothers' clubs represented in the assembly is to promote all phases of home and child development, they give special emphasis to the relation of the home and the school. Their influence in this regard has given rise to a large number of parent-teachers' circles in which parents and teachers meet on a friendly basis to discuss the education of the children committed to their care. The effect of these circles is to bring the home and school nearer to each other. The mothers learn the difficulties of the teacher and the teacher in turn learns the trials of the mother, and both come to realize that they are working to one end. A bond of sympathy is formed between them which the children are not slow to perceive and appreciate. When mothers and teacher are close friends the children want a part in the friendship and become more responsive to the teacher's efforts in their behalf.

The mothers' clubs are also doing a grand work in establishing vacation schools, summer play grounds and free kindergartens

A still more significant work is the systematic child study carried on by some clubs. The mothers have a special advantage in this study, as they can observe the child under all conditions and can perform experiments impossible to the teacher or specialist. If this study by the mothers be well directed and pursued with diligence great results will follow.

AMERICAN EDUCATION wishes the mothers God-speed in the notable work they are doing.

#### AN OPPORTUNITY FOR THE SCHOOLS

DURING the past year the moral sense of our nation has been shocked as never before. So many cases of the use of power for selfish and illegitimate ends have been revealed that the people, in horror, have been led to ask if honesty is a forgotten virtue, if we have really become a nation of hypocrites.

The condition presented is a serious one. The reputation of our nation for just and square dealing has been badly tarnished. Confidence in humanity has been lessened. A deep sense of our national shame has come over us.

Herein lies the opportunity for the schools. To no other agency is given so large a part in the work of raising our moral standards. The school must lead the way in the march toward better things.

How can the school do this great work? Not by moralizing and preaching about present evil conditions; not by teaching dogmatic religion of any kind; but by teaching high ideals and inculcating a deeper moral sense.

Our recent ideals have been wrong. There is no doubt about it. We have been worshiping before the shrine of money and the shrine of power until we have almost forgotten justice and truth and love. We must renew our allegiance to these lofty ideals upon which all high character is based. Let the school be founded on the principle of justice and let justice be demanded by teacher and pupil. Let truth be emphasized and taught with freedom and withal let the spirit of good-will pervade and govern the whole school. We must banish favoritism and gossip and foolish striving for empty honors; we must cast aside the fear of truth and the fear of power; we must rely more and more on the spirit of good-will. If the schools do these things a new life will spring up in our midst.

#### General Education News

#### THE CHAMPLAIN SUMMER SCHOOL

1892-1905.

REV. THOMAS MCMILLAN, C. S. P.

For nine weeks, beginning early in July, the Champlain Summer School at Cliff Haven, N. Y., is the centre of interest to a considerable number of people. Some that attended in former years have retained a pleasant memory, and read with avidity the accounts of the lectures and social events happening day by day, while regretting their inability to be present. The most fortunate are those who actually make the journey from New York, Boston, Philadelphia and other cities and towns to enjoy for a short time the intellectual advantages of a university life, and the cool invigorating air from the Adirondack Mountains, the highest of which, Mount Marcy, reaches an altitude of about five thousand feet. In nearly every case the realization of what the Summer School stands for is much more fully impressed by a visit to its home at Cliff Haven, than by any description on the printed page. The anticipation is far surpassed by the reality.

by the reality.

The present writer has had the honor of taking an active share since the very beginning of the movement in the work of preparing the program of lectures and studies. Considerable attention has been given to the encouragement of the work for self improvement undertaken voluntarily by the Catholic Reading Circles throughout the United States. It is now conceded that the directors and members of these reading circles have been the chief factors that made possible the beginning and continued success of the Summer School. They contributed to the movement from their varied experience in educational work without any inducement of professional compensation. Each one is expected to be a volunteer, eager and willing to do loyal service in the cause of Christian truth. For every lecture the allowance of money is made merely nominal to cover expenses. In the absence of any large endowment fund this spirit of generosity must be relied on to continue the work for the future.

A practical example may best serve to illustrate the bond of union between the Catholic reading public and the Summer School. The former Director of the Fenelon Reading Circle, borough of Brooklyn, New York city, Rev. M. G. Flannery, was invited to communicate some of his extensive knowledge on the subject of Christian art, in the form of lectures. He was also requested to furnish a list of books of reference so that the readers might continue the study in their own homes during the winter months. Another useful purpose of this list was, to guide the selection of books in the numerous town libraries supported by public funds.

There was much discussion at the inception of the movement as to whether the Summer Schoolrepresented a real need of the Catholic body; and whether it would serve to develop and strengthen the intellectual forces in defense of educational institutions. The late Brother Azarias was requested to prepare a statement bearing on this point for the Catholic Congress at Chicago in the year 1893, in which he stated that the primary import of the Summer School is

"To give from the most authoritative sources among our Catholic writers and thinkers the Catholic point of view on all the issues of the day in history, in literature, in philosophy, in political science, upon the economic problems that are agitating the world, upon the relations be-tween science and religion; to state in the clear-est possible terms the principal underlying truth in each and all these subjects; to remove false assumptions and correct false statements; to pursue the calumnies and slanders uttered against our creed and our Church to their last lurking place. Our reading Catholics, in the busy round of their daily occupations, heedlessly snatch out of the secular journals and magazines undigested opinions upon important subjects, opinions hastily written and not unfrequently erroneously expressed; men and events, theories and schemes and projects are discussed upon unsound principles and assumptions which the readers have but scant time to unravel and rectify; the poison of these false premises enters into their thinking. corrodes their reasoning; and unconsciously they accept as truth conclusions that are only distortions of truth. The Summer School seeks to supply antidotes for this poison. And therefore the ablest and best equipped among our Catholic leaders of thought, whether lay or clerical, are brought face to face with a cultured Catholic audience, and give their listeners the fruits of life-long studies in those departments of science or letters in which they have become eminent.

"They state in single lectures or in courses of lectures such principles and facts and methods as may afterwards be used and applied in one's reading for the detection of error and the discovery of truth. To achieve such work in the mission of the Catholic Summer School, therefore, does it in all propriety, and in all justice, take a place in our Catholic system of education."

By his own lectures at the Summer School, Brother Azarias refuted many erroneous opinions relating to the history of education. Prof. Herbert B. Adams, of the Johns Hopkins University, in the Report of the Commissioner of Education for the United States, 1898-9, rendered a deserved tribute when he affirmed that Brother Azarias in his printed essays "proved conclusively to American readers that the medieval Church did not neglect either primary or popular education. All was given that the times really needed or demanded. The rise of Colleges and Universities cannot be explained without reference to the Cathedral and Cloister Schools of the Middle Ages. \* \* \* The gymnasia of modern Germany were based upon medieval \* \* \* foundations, upon confiscation of ancient religious endowments."

The approval given June, 1894, by Pope Leo XIII, was most encouraging to those who had

undertaken amid many difficulties the work of starting the Summer School. During the following year the Apostolic Delegate, now Cardinal Satolli, made a personal inspection of the site chosen, and sent a cordial letter in approbation of the movement. Since that time Cardinal Gibbons, Cardinal Martinelli, and the present Apostolic Delegate, Archbishop Falconia, and many other Prelates have been among the honored guests. The former president of the Summer School, Rt. Rev. Monsignor Conaty, D. D., was chosen Rector of the Catholic University, and is now Bishop of Los Angeles, Cal. Rt. Rev. Monsignor Lavelle, V. G., after many years of devoted service to the work of the Summer School, has received merited distinction from Pope Pius X.

During the recent session of 1905 over eleven hundred patrons were present at one time in August. This marks the largest attendance on By the count of railroad tickets it is récord. estimated that about seven thousand people arrived during the nine weeks assigned for lectures. Excellent was the program prepared under the direction of Dr. Sherman Williams for the Teachers' Institute, which continued one month. Among the notable events was the visit of Vice-President Fairbanks, accompanied by Judge Brewer of the United States Supreme Court, and others distinguished in public life. A brilliant narrative of the battles fought on Lake Champlain and adjacent places was given by the Hon. Hugh Hastings, State Historian of New York. With the cooperation of the Hon. J. Sibley, who has an ideal summer house near the historic ground of Valcour Island, a number of his friends formed an escort party for "Uncle Joe Cannon," Speaker of Congress, on the occasion of his welcome visit to Cliff Haven, where he obtained full details of the plan to establish a National Park in honor of Commodore Mc-Donough's great naval victory in the War of 1812 on the spot chosen for the burial place of the fallen heroes. No more fitting place could be found to enshrine the memory of courageous effort in defense of American supremacy.

The Executive Committee of the National Educational Association authorizes the announcement that the forty-fifth annual meeting of the National Educational Association will be held in San Francisco, Cal., July 9-13, 1906. The lines of the Transcontinental Passenger Association have authorized a rate of one lowest first class limited fare for the round trip plus \$2.00 N. E. A. membership fee via direct routes: this provides for going one route and returning another. For tickets routed via Portland, Oregon, in one direction the rate will be \$12.50 higher. The dates of sale will extend from June 25 to July 7, and the return limit will be September 15. Stop-overs will be allowed west of the Missouri River and at St. Paul on both the going and return trips.

As has already been announced, the Department of Superintendence will hold its next meeting in Louisville, Ky., February 27 and 28 and March I. Supt. John W. Carr, president of the Department of Superintendence, is formulating the program which it is expected will be issued in a special circular early in Decem-

ber. In addition to the regular program, the following round tables have already been decided upon:

I Round table of city superintendents of the larger cities, led by Dr. Ida Bender, of Buffalo, 2 Round table of the city superintendents of the intermediate and smaller cities, led by Dr. J. H. Phillips, of Birmingham, Ala.

H. Phillips, of Birmingham, Ala.

3 Round table of state and county superintendents (leader to be supplied).

4 Round table on reformed spelling (leader to be supplied).

The Seelbach Hotel has been selected as headquarters for the Department. Reservations can be made by written application to Supt. E. H. Mark, chairman of the General Committee of Arrangements.

The railroad rate of one and one-third fare for the round trip on the certificate plan has been granted for the meeting in Louisville by the Central Passenger Association and the Western Passenger Association, and will doubtless be granted by all the other associations.

After several unresponsive efforts to obtain State aid to insure the permanency of their endowment fund the public school teachers of New Jersey who are members of the Teachers' Retirement Fund, have set for themselves a task of establishing by their own collective work a substantial endowment of not less than \$100,000.

An interview with Governor Stokes was held recently for the purpose of enlisting his assistance. The Governor referred to the lack of unanimity among the teachers, as evidenced by the fact that the roll of membership of the fund contained the names of only a major portion of all the public school teachers. He advised the teachers to "get together and hold a love feast," and then to take concerted action in holding bazaars and other forms of entertainment so that they may increase the permanent endowment of \$100,000 before January 1, 1906. The teachers have decided that the advice of the Governor is well worth following, and as a result bazaars are in preparation in Newark, Jersey City, Hoboken, Union Hill, West Hoboken, Bayonne, Trenton, New Brunswick, Camden and several other cities and towns. These are being planned on a large scale, and some will continue for several days. The first will run concurrently from December 11 to 16.

#### AMONG THE COLLEGES

The report issued by the Teachers' College for the year 1904-5 shows progress in the work of all departments. This school has now attained an enviable position among those established for the professional training of teachers. During the year ending September 1, direct requests were received from 1,261 teachers. The number of positions filled was 405.

A new heating plant is being installed at Union College in a brick building which has been erected for the purpose. Work on the new electrical laboratory is progressing rapidly. The main huilding will be two stories high, 73 feet long and 27 feet deep. The rear portion will

be one story, 74 feet long and 35 feet deep. The college has an unusual amount of apparatus for electrical work, no characteristic machine being absent, and this new laboratory is being built simply to give room to use the large equipment. The fact that the college is located at Schenectady, the home of the General Electric Company, gives its course in electrical engineering considerable prestige. The college trustees have accepted the offer of Andrew Carnegie to give the college \$100,000 provided the trustees will also raise the same amount.

St. Lawrence University will celebrate her semicentennial next June. An interesting feature of the program will be the dedication of the new Science Hall, the gift of Andrew Carnegie. Willis Moore, chief of the U. S. Weather Bureau and a personal friend of President Gunnison, will deliver the address.

At the ceremonies held at St. Andrews, Scotland, October 17, in connection with the installation of Andrew Carnegie as lord rector of St. Andrews, the honorary degree of Doctor of Laws was conferred on Whitelaw Reid, the American ambassador at London; Charlemagne Tower, American ambassador at Berlin; Bishop Henry C. Potter, of New York, and Dr. W. J. Holland, director of the Carnegie Museum at Pittsburg. These gentlemen occupied seats on the platform. The same degree, in absentia, was conferred on Dr. Nicholas Murray Butler, president of Columbia University.

The establishment of a four-year course in railway education at the University of Chicago is an important event. The demands of modern railroading have become such as to require a higher standard of employes than ever before, and the special training that is now to be given in this branch will be a step that will be particularly gratifying to the railroad companies which are in the field for high class men all the time. The railroad business is a broad and attractive field, and is more and more demanding careful study and special qualities in men.

Dr. Maurice Francis Egan, professor of comparative philology in the Catholic university at Washington, has been decorated by King Leopold of Belgium "for distinguished literary merit."

University Hall, one of the first buildings erected at Brown, which has been variously altered during the past hundred years, has been restored as nearly as possible to the original edifice which existed in 1770.

Newspapers have been ranked as a text book at Northwestern University, and hereafter students in the American history class of Prof. J. A. James must come to the recitation rooms prepared to answer questions on the news of the day. Professor James referred to an article which appeared in a morning paper recently. Upon questioning one of the members of the class he found that the student was not prepared to discuss current news, and an examination of the class showed that but two of the members had read a morning paper. "This will never do," said the Professor. "Hereafter I shall expect you to have an accurate knowledge of current events as chronicled each day in the newspapers,

and I shall consider it fully as important as the daily lessons assigned from the text books."

The tutorial system in a modified form has been adopted as an experiment in Yale College for the sophomore class. The students have been divided into sixteen groups, each of about twenty men, to be under the supervision of a professor, who will place himself in close personal touch with those under his care. The change is in no sense disciplinary in scope. Final registration figures show 3,527 students in Yale, including the summer school enrollment, a high water mark in point of students.

James Speyer, of New York, has given to the trustees of Columbia University, New York, the sum of \$50,000 to endow the Theodore Roosevelt Professorship of American History and Institutions in the University of Berlin, in accordance with a plan approved by the German Emperor when he received President Butler in audience at Wilhelmshohe in August last. Incum-bents of the professorship will be appointed by the Prussian ministry of education with the Emperor's sanction, upon the nomination of the trustees of Columbia University. The term of office of each incumbent will be one year and incumbents will be so chosen that in successive years the fields of American history, American constitutional and administrative law, American economic and sociological problems and movements, American education and American contributions to science, technology, the arts and literature will be the subject of instruction. German government, in return, will establish at Columbia University a professorship of German history and institutions, to the incumbent of which the same general conditions will apply as for the incumbent in the Theodore Roosevelt professorship. President Roosevelt assented to the request of Mr. Speyer to attach his name to the chair, and the German Emperor promptly gave approval to the suggestion. The trustees of Columbia University have nominated as the first incumbent of the chair, John William Burgess, Ph. D., LL. D., Ruggles Professor of Political Science and Constitutional Law and Dean of the faculty of Political Science in Columbia University.

#### GREATER NEW YORK

Although Pratt Institute has accommodations for 3,500 students, there were so many applications for entrance in September that 3,500 had to be turned away.

There is a proposition now afoot to have the public libraries of the city open at night, for the benefit of the laboring classes who are unable to patronize them during the day. The scheme has the approval of Superintendent Maxwell, who goes so far as to advocate their being open on Sundays for those who do not go to church and who spend their time in undesirable surroundings.

Judge Gaynor in the Supreme Court, Brooklyn, has given judgment to 3,334 Brooklyn school teachers in a suit they had brought against the Board of Education and New York city to recover back salaries due under what is known as the Pettingill schedule. A sum approximating \$2,000,000 is involved in the litigation. The in-

crease sued for was granted just before the Creater New York consolidation and the hitch in payment resulted in the merging of the borough boards.

The budget of the board of education for 1906 calls for \$25,126,040, an increase of \$3,129,023 over the amount allowed for 1905.

President Roosevelt has made a Long Island school teacher happy by obtaining for her an appointment in the Philippines that had long been held up. The teacher is Miss Marie R. Overton. Miss Overton passed the examination with a mark of 93.28 per cent. Then she learned that several teachers below her on the list had been appointed. Miss Overton's father presented the facts in the case to his Congressman, who went to see the President. "Send a cable query to Manila at once as to why Miss Overton's ap-pointment has been held up," the President ordered. The appointment was cabled back at

After a long and bitter fight against Superintendent Maxwell's edict that graduates from the Normal College must pass an academic examination as well as a professional examination before obtaining licenses as teachers in the public schools, President Hunter, of the Normal College, has won a signal victory in a special committee of inquiry appointed by the Board of Education. That committee recently reported to the board that Maxwell's action in requiring the two examinations was illegal. The report says Maxwell has no authority to prescribe the nature of the examinations taken by candidates for licenses, and asserts the Board of Examiners is the only body with that power. The report of the committee is in line with a victory won over Maxwell by Normal College graduates about a year ago, when they carried into court the refusal of the superintendent to let them teach because they superintendent to let them teach because they had not passed the academic test.

#### STATE TEACHERS' HOLIDAY CON-FERENCE

#### Syracuse, December 27-29, 1905.

The annual convention of the various teachers organizations, which are accustomed to meet at Syracuse during the holiday season, promises to be a gathering of more than passing importance this year. An attempt to federate along the lines of the National Educational Association has been under the consideration of the associations for some time, and the matter will be thoroughly discussed in open session. As there is no pronounced opposition to the scheme, it is probable that definite conclusions will be reached so that the organization can be perfected. The New York State Teachers' Association meets with the others at this conference and the entire program has been arranged on federation principles. The associations interested besides the State Teachers' are the Superintendents' Council, Academic Principals, Science Teachers, Grammar School Principals, State Training Teachers, Drawing Teachers and Classical Teachers. The teachers of English will also organize at this time.

The headquarters of the convention will be at the Yates Hotel, where all the members will meet

informally and register.

#### General Program

WEDNESDAY, DEC. 27, 8:00 P. M. (Union Meeting, High School), under the auspices of the Associated Academic Principals.

Address of Welcome, Chancellor James R. Day, Syracuse University.

Address of Welcome, Supt. A. B. Blodgett, Syra-

Address of Welcome, Supt. A. B. Blodgett, Syracuse Public Schools.
Address of Welcome, Supt. J. M. Thompson, President Academic Principals' Association.
Response and Annual Address, "Needed Educational Legislation," Supt. F. D. Boynton, President New York State Teachers' Association.
Address, "The Relation of Our Educational System to Present Industrial and Commercial Development," Mr. Howard J. Rogers, First Assistant Commissioner of Education.

THURSDAY, DEC. 28, 9:00 A. M. (Union Meeting, High School), Prin. M. A. Root, President Grammar School Principals Council, presiding. Round Table Discussion. Topic, "The Relations of the Education Principals of the Education P of the Education Department to State Educa-tional Activities." Led by State Commissioner of Education, Hon. A. S. Draper. Assisted by Supts. Charles E. Gorton and Thomas R. Kneil. General discussion.

THURSDAY, DEC. 28, 8:00 P. M. (Union Meeting at High School), Supt. F. D. Boynton, President of the State Teachers' Association, presiding. Address, Pres. Jacob Gould Schurman, Cornell University.

THURSDAY, 9:30 P. M. Fraternity and College Reunions.

#### Academic Principals.

THURSDAY, 10:15 A. M., at the High School.
Discussion, "The Township as the Unit of School
Administration," Dean Thomas M. Balliet, Ph.
D., New York University; A. J. MacElroy,
New York City; Lewis H. Carris, Freeport
High School.

THURSDAY, 2:00 P. M., at the City Hall. Address, "Secondary Schools," Edward J. Goodwin, Second Assistant Commissioner of Education.

THURSDAY, 3:15 P. M.
Discussion, "What the High Schools Should
Demand of the Colleges," Prin. Charles W.
Evans, East Orange High School; Supt. A. J. Merrill, Little Falls; Pres. Rush Rhees, Rochester University; Dean B. H. Ripton, Union University.

FRIDAY, 9:30 A. M., at the City Hall. Business Meeting: Report of Committee on

Nominations, Report of Committee on Resolutions, Report of Treasurer.,
Paper, "Biology," James E. Peabody, Morris High School, New York City.
Federation, Report of Committee, Leigh Hunt,

Chairman.

#### State Teachers' Association.

THURSDAY, DEC. 28, 2:00 P. M. (Section meetings at High School).

1. Normal section (Prin. Geo. K. Hawkins, President) joins with the State Training Teachers' Association.

2. The Grammar school section (Dr. Charles O. Dewey, President) meets with the Grammar School Principals' Council.

The Science section (Supt. D. L. Bardwell, President) meets with the State Science Teach-

ers' Association.

4. The Commercial Teachers' section meets separately with Inspector I. O. Crissey as President.

5. The Nature Study section meets separately with Prin. S. P. Moulthrop as President.
6. The Drawing section meets with the State Drawing Teachers' Club, Miss Helen E. Lucas,

President.

7. The Classical section meets with the Classical Teachers' Association, of which Prof. G. P. Bristol is President.

8. The High School section (Dr. Oliver D. Clark, President) meets with the Academic Princi-

pals' Associations.

9. The History section meets under the leadership of Prof. W. H. Mace as President.

FRIDAY, DEC. 29, 9:00 A. M. (Assembly Hall, High School). Business meeting, election of officers.
Discussion, "Federation without Loss of Identification, Tenure, Pensions, Minimum Salary Law." Speakers, Pres. Rush Rhees, Rochester; Prin. W. B. Gunnison, Brooklyn; Prin. R. J. Round, Elmira, and Prin. Lyman A. Best, Brooklyn.

FRIDAY, DEC. 29, 2:00 P. M.
Topic, "The Approved Course of Study." Speakers, Third Asst. Comr. A. S. Downing, Supts.
H. P. Emerson and C. F. Carroll.

Topic, "The New Syllabus as Interpreted by the Examinations Division." Speakers, Chief of Examinations Division, Charles F. Wheelock, and Supts. J. E. Banta and E. S. Redman.

### Classical Teachers.

THURSDAY, 2:30 P. M., at the High School.

1. Requirements in the Classics for Admission to College. Dr. Frank Smalley, Dean of the College of Liberal Arts, Syracuse University. Discussion opened by Prin. A. R. Brubacher, Schenectady High School.

Latin Composition. F. R. Parker, Cortland Normal School. Discussion opened by Dr. Walter B. Gunnison, Principal of Erasmus Hall High School Brookley 2. Latin Composition.

High School, Brooklyn.
3. Class Room Work in the teaching of Homer. Mary R. Fitzpatrick, Eastern District High School, Brooklyn. Discussion opened by Philip Goetze, Lafayette High School, Buffalo.

### State Training Teachers.

Wednesday, 9:30 a. m.
"The Development of the New York State Normal School." Paper: Dr. Francis J. Cheney, Cortland Normal School.

Wednesday, 10:00 A. M. "Defects in the Training of Teachers"-(Or what do we want in the training of teachers by the various training schools which we are now get-ting?) Supt. Charles E. Gorton, Yonkers. Discussion: Superintendent Carroll, Rochester; Superintendent Blodgett, Syracuse; Superintendent Banta, Binghamton, and Superintendent Benedict. Utica.

Wednesday, 11:00 A. M. Address by Superintendent Emerson, Buffalo.

Wednesday, 11:30 A. M.
The Kindergarten: Professor Squires, Hamilton
College. Discussion.

THURSDAY, 9:30 A. M. Address, Dr. Ida C. Bender, Bufialo.

Thursday, 10:00 a.m. "History and Geography in the Training Class." Dr. S. H. Albro, Fredonia. Discussion, Dr. W. H. Perry, Lowville.

Thursday, 11:00 A. M.
"The Training of Teachers." A. S. Downing,
Third Assistant Commssioner of Education.

Friday, 9:30 a. m. "Observation and Practice Work of the Training Schools." a. Normal. b. Training School. W. P. Burris, Albany; c. Training class. Louie J. Sackett, Wellsville.

FRIDAY, II:00 A. M. "The Function of the Training Department of the Normal School." Dr. T. B. Stowell, Potsdam Normal School. Discussion.

# Drawing Teachers.

President's Address. Miss Helen E. Lucas, Supervisor of Drawing, Rochester, N. Y. "Talk on the State Syllabus." Prof. E. C. Colby, State Supervisor of Drawing and Manual Training.

"Drawing in Relation to Other School Subjects."
Miss M. Frances Logan, Normal Training
School, Rochester, N. Y.

School, Rochester, N. Y.

"Tendencies of Art Education in the Public Schools." Miss Bonnie Snow, New York City.

"Arts and Crafts in the Public Schools." Miss Irene Sargent, Syracuse, N. Y.

"Elements of Decoration for Constructive Work." Mrs. M. E. Van Wagonen, Supervisor

of Drawing, Pittsburgh, Pa.
"Brush Work in Primary Grades."
Adams, Rochester, N. Y.

### Science Teachers.

The tenth annual meeting of the Science Teachers' Association will be held at the High School, Warren Street, Syracuse, December 27, 28 and

29, 1905.

The headquarters of the Association will be at the Vanderbilt Hotel, and the sessions will be held at the High School. (Space does not permit the publication of the interesting program of this organization.)

### Grammar School Principals.

Wednesday, Dec. 27, 2:30 p. m. Business Ses-

Wednesday, 3:00 P. M.
Topic. "How to Dispose of the Incorrigible
Boy." Paper by Prin. J. L. Bothwell, of
Albany. Discussion opened by C. W. Blessing, of Albany.

Wednesday, 3:45 p. m. Topic, "Ungraded Classroom for Subnormals." (Speakers to be announced later.)

Wednesday, 4:50 P. M.
Topic, "Mother's Clubs in Connection with Our
Public Schools." (Speakers to be announced.)

THURSDAY, DEC. 28, 10:30 TO 11:15 A. M.
Topic, "How to Lead Children to Love Good
Books," by Prin. Caroline Cooper, of Elmira. (One to open discussion to be announced.)

THURSDAY, II:15 TO 12:00 A. M.

Topic, "The Aim of Arithmetic Work in Elementary Schools," by Prof. B. M. Watson, head of Department of Mathematics in Syracuse High School. Discussion opened by Mr. C. F. Wheelock, of the Department of Education.

THURSDAY, 2:00 P. M. Topic, "English in the Grades," by Henry P. Emerson, Superintendent of Education, Buffalo. (One to discuss the topic to be announced.)

THURSDAY, 2:45 P. M. "Methods in Composition Work." (Speakers to be announced.)

THURSDAY, 3:30 P. M.

Topic, "School and Country," by Prin. W. H. Scott, of Syracuse. Discussed by Prin. John D. Wilson, of Syracuse, and others.

THURSDAY, 4:00 TO 4:30 P. M. Topic, "The Importance of Medical Inspection in our Public Schools." Speakers to be announced.

FRIDAY, DEC. 29, 9:15 A. M. Business Session.

FRIDAY, 9:30 A. M.
Topic, "The Needs of Child Study," by Miss
Florence Gilliland, A. B., of Brockport Normal
School. (One to open discussion to be announced.)

FRIDAY, 10:15 A. M.
Topic, "How the New Syllabus Affects the Work in the Grades," by Augustus S. Downing, Assistant Commissioner of Education. Discussed by Supervisor Millard, of Buffalo, and Supt. C. F. Walker, of Elmira.

FRIDAY, 11:00 A. M.
Topic, "Mutual Interest of New York State Teachers," by Prof. George P. Bristol, of Cornell University.

Friday, 11:30 a. m.

"Interest and Activity as Factors in Discipline," by Prin. G. N. Walden, of Rochester. Discus-sion by Prin. Charles E. White, of Syracuse.

### Teachers of English.

WEDNESDAY, 2:30 P. M. Organization.

Round Table.

"College Entrance Requirements."
Holmes, Albany High School. Eugene D.

WEDNESDAY, 4:00 P. M. Round Table.
"Methods in the Teaching of Literature." W. H. Lewis, Syracuse High School.

FRIDAY, 9:00 A. M. Round Table. English Composition—"Written Composition," Ernest R. Clark, East High School, Rochester. "Oral Composition," Joseph P. O'Hern, West High School, Rochester.

### COUNTIES

All readers of American Education are cordially smutted to contribute items of interest suitable for publication in this department.

Broome.—At the October meeting of the Board of Education of Binghamton, the superintendent and principals were appointed a committee to decide upon the subject of writing for the schools. All principals will investigate the matter by consulting with the teachers in their respective schools, with business men, and all others who may be able to furnish information upon the subject.

Cattaraugus.—The Educational Council met at Olean, October 28, and discussed the new algebras and other topics of importance. F. Mundt is president and W. A. Andrews secretary of the association. We should like to have heard the opinions expressed about New York's educational bureaucracy. Why not send a report of the discussion to AMERICAN EDUCA-TION. The program follows

Versatility as a teacher's qualification—

(a) Current events which make history,

(b) Scientific progress,(c) Modern Literature.

The New Syllabus—

(a) Science,(b) History,(c) English.

The relation of the high school to the grades—

(a) Systematic review of grade work, (a) What is it?
(b) What should it be?

Chautauqua.—The second annual banquet of the Schoolmasters' Club of Chautauqua county was held at Jamestown, November 24. Dr. Palmer of Fredonia Normal read a paper on "The Place of the State in Education." The officers are: Superintendent R. R. Rogers, Jamestown, president; Principal H. J. Baldwin, Ripley, vice-president; Superintendent G. M. Wiley, Dunkirk, secretary.

Columbia.—By the order of the Board of Education the schools of Hudson were closed in all departments recently in honor of Miss Sylvia McCord, who completed on October 31st, fifty years of service as teacher in the city schools. Such a record is quite exceptional and the fiftieth anniversary was celebrated in a quiet way.

Cortland.—The Cortland Standard has the following to say of Luke J. McEvoy, who retires as school commissioner: "In the First School Commissioner District the nomination for that office was tendered to L. J. McEvoy, who for two terms past has saved the reputation of his party by being elected and keeping it from a straight whitewash and who has made a thoroughly efficient and able officer, but Mr. McEvoy declined the proffer, and the nomination went to John L. Conrad."

The Tioughnioga Educational Council held an

interesting meeting at Cortland, November 25.

The program included: "The Necessity of Physical Education," Miss Mary W. Butler; discussion, Prin. A. C. Hollenbeck, Marathon; Miss Bessie Park, Cortland; "The New Regents' Requirements in Relation to High Schools," discussion by Supt. F. E. Smith, Cortland; Prin. J. W. Rounds, Homer; Prin. F. P. Webster, Dryden; "Teaching as Social Service," Dr. Charles De Garmo, Cornell University.

Delaware.—The annual Tri-County Convention of School Principals for the counties of Delaware, Otsego and Chenango was held at Sidney, November 3 and 4. The address of welcome was delivered by C. W. Burnside, president of the Board of Education of Sidney, and the response was made by Principal O. W. Wood of Delhi. An address was delivered by Superintendent A. B. Blodgett of Syracuse. A banquet was given at Hotel Sidney on Friday evening. The president of the association is Principal F. M. Crumb of Bainbridge, and Principal C. H. Bookout of Hancock, vice-president.

Erie.—The Erie County Principals' Association held a meeting in Buffalo, November 4. The time was taken up with three round table conferences. Superintendent Barr of Lancaster opened up the discussion upon the subject, "The Relation of the Principal to the Board of Education;" Principal Leighton of Akron began a discussion upon, "The Social Life of the Teacher," and Principal Estes of Hamburg on that of, "Manual Training in Village Schools." Every village school and city school in Erie County was represented. The officers of the association are as follows: President I V association are as follows: President, J. V. Swinney, Springville; vice-president, Supt. F. K. Sutley, Tonawanda; secretary, Prin. A. F. Cook, West Seneca; treasurer, Com. William Pierce, East Aurora.

Herkimer.—Carl S. Spoar of Salisbury Center is teaching in Hartington, Nebraska. He is on the program to give a talk at the monthly teachers' meeting to be held at that place. Mr. Spoar will talk on "Some Methods in Teaching Arithmetic That Have Been of Use to Me." The textbooks are furnished in the schools, but the compulsory education law is not as well enforced as in New York State.

Miss Ida V. Jontz was installed as president of Holts Institute, November 2. Miss Jontz comes from the assistant pastorship of a church of nearly three thousand members in Brooklyn.

The pupils of the Ilion high school showed their esteem for Supt. A. W. Abrams, who has been appointed an inspector in the State Department of Education, by presenting him with

a handsome gold watch.

Miss Minnie A. Wooster, school commissioner for the first district, was not a candidate for re-election but will make a specialty of teaching drawing. At the last Teachers' Institute the teachers presented Miss Wooster with some beautiful pieces of cut glass and silver as a token of their appreciation of her good

work in the schools of the district.

Superintendent F. B. Warren, who succeeds
A. W. Abrams at Ilion, is 31 years of age and
a graduate of Hamilton College. When he went to Utica he found the grammar school of which he had charge in a very unsatisfactory condition, but left it a model school. Superintendent Benedict of Utica said to the Ilion school board, "We hope you won't take him."

Jefferson.—W. J. Linnell of Brownville has been elected commissioner of the third district.— The fifteenth meeting of the County Teachers' Association was held at Theresa, October 20-21. This is one of the strongest associations in the State, the members taking considerable pride in its success. The officers are: President, W. J. Linnell, Brownville; vice-president, Mrs. H. A. Mervill. Carthagas, constant and property of the strongest associations in the State of the State Merrill, Carthage; secretary-treasurer, Burt Alverson, Dexter.

Madison.—Superintendent of Schools Avery W. Skinner, Prin. Daniel Keating, of the Elm Street School, and Irving S. Sears of DeRuyter, recently elected school commissioner for the first district, have been appointed a special committee to prepare a program and furnish it to all the public schools in the county with the request and instructions for carrying it into execution March 21, which will be the one hundredth anniversary of the enactment of the law which erected the county of Madison.

Oneida.—Something must be wrong with methods of discipline at Rome, for according to report one of the public schools has been entered twice within a month and depredations committed that would do credit to the vandals of old. The hands of several clocks were bent and the faces covered with ink, and the fluid was thrown on the walls and floors, books were covered with it and two dozen drawing books belonging to the pupils were destroyed. Only a part of the fiendish work has been enumerated. Several rooms were visited by the marauders and damaged as much as possible.

Orange.—Prin. Montgomery C. Smith, the efficient head of the Goshen High School, has arranged an interesting series of afternoon talks to the students, during the winter term, by prominent men of that locality. Among the speakers will be Principal F. M. Edson of Warwick and Commissioner W. P. Kaufmann of Port Jervis. The topics are: "Thanksgiving,"

"The Geology of Orange County,"
"The Practical Value of Christmas,"
"The Value of an Education,"
"A Trip to Gettysburg,"

"Some Famous English Schools,"
"Lincoln and Washington,"

"A Few Days in Old Italy,"
"It's Up To You,"

"Oral Hygiene,"

"First Aid to the Injured."

Oswego,—The County Educational Council met at Oswego, November 18, and listened to

Address, "Should Education Confer Facts or Facility," Dr. A. B. Blodgett, Syracuse; "Practical Science," Prof. C. H. Tether, Oswego Normal School.

St. Lawrence.—The semi-annual meeting of the Teachers' Association of the third commissioner district of St. Lawrence County was held at Norwood, October 27 and 28. Prof. F. C. Foster, of St. Lawrence University, delivered an address. The program included: "How much English composition should be "How much English composition should be taught in the grades to give the best preparation for future Englsh work," by Clara A. Stearns, Julia T. Walling and Eva C. Sweet; "The best means for developing in young pupils the power of clear and complete expression," by Caroline S. Waters, Glenn A. Sealy and Robert Burwell; "Helpful devices in rural school work," by Edith M. Hall, Mrs. J. T. Zoller and Kathryn Stratton; "The importance of reading as compared with Englsh arithmetic and geography." pared with Englsh arithmetic and geography," by Principal L. E. Roberts, Mrs. Celestia Cald-well and Principal C. S. Dukette; "Some external evidences of successful teaching," Principal M. G. Barnett and Commissioner A. J. Fields.

Steuben.—Wayland is building a \$20,000 brick high school. It is to be equipped with the most modern heating and ventilating system, laboratory, sanitary drinking fountains, electric bells and electric lights. The building is ex-

pected to be ready by February 15.

The Teachers' Association of the first district met at Bath, November 4. The new syllabus was the topic of discussion. Those participating were: A. L. Bassett, E. F. Doun, J. S. Fox, O. E. Page, F. M. Fernwell, E. A. Lewis, J. E. Frederick, and Misses Frances Leitzell, Matilda Masson and Charlotte Sedgwick.

Suffolk.—The resolution of the board of managers of the Jamaica Normal School, recommending the establishment of a normal school on Long Island at some point outside the limits of Greater New York from the proceeds of the transfer of the Jamaica institution to the City of New York, renews the discussion of locating the proposed normal school within Suffolk County. Several villages have come forward with suggestions and plans for the location of the proposed institution of learning in their sections, principal of which are Bridgehampton, Babylon, Brentwood and Patchogue. It is claimed by the adherents of Patchogue that this town, being the largest and most central in the county, is the proper place for the school. Patchogue, it is claimed, has every facility necessary for the location of the hormal school, being an important station of the Long Island Railroad, all trains on the south shore division stopping here, while it is easier of access from all parts of the island than any of the other towns mentioned.

towns mentioned.

The Teachers' Association of the first district met at Quogue, November 18. The officers of the meeting were: President, W. L. Shubert, Sag Harbor; vice-president, F. E. DeGelleke, Southold; secretary and treasurer, Mrs. Anna C. Rose, Bridgehampton. The following papers were read: "Primary Reading," Miss Nellie L. Green; "The New Geography and The New Teacher," G. A. Brown; "Teaching as a Profession," F. E. DeGelleke; "English Composition in the Grades, Miss Frances Hedges; also a discussion of penmanship conducted by the presicussion of penmanship conducted by the president.

Tioga.—The fall meeting of the Tioga County Teachers' Associations met as Oswego Academy, November 18. The morning session was called doon of Waverly gave a scholarly and interesting talk upon "Geography as a Culture Subject."

Miss Muldoon presented the methods followed by her in the work of the sixth grade in the Waverly schools, showing the principles upon which the course is based.

Commissioner Granger reviewed the address given by Commissioner Draper, at Portland, Oregon, upon the topic, "Unsettled Problems in School Administration."

At the afternoon session, Supt. J. Edward Banta, of Binghamton, addressed the association upon "Teaching—What is it?" Mr. Banta first showed what teaching is not. It is not telling; it is not hearing recitation. It is making others to know. The teacher must know what she is to teach, and how she is to teach, and whom she is to teach.

The association proceeded to select officers for the ensuing year, as follows: President, Principal H. L. Russell, Oswego High School; vice-president, Principal A. E. Bradley of Tioga Center. The president was authorized to appoint

his own secretary.

### STATE DEPARTMENT OF EDUCATION

Delancey M. Ellis, chief of the division of visual instruction in the State Department of Education, has returned from Portland, Ore., where he was executive officer of the New York State Commission at the Portland Exposition. The Department of Education will resume the work of visual instruction under its own direction, having an appropriation of \$20,000 for that that purpose. Last year the work was done under contract with the American Museum. The division will supply lantern slides for lectures on subjects appropriate for school work. Each school in cities in which there is a school superintendent and in villages of 5,000 inhabitants is entitled to the lantern slides, which

are distributed twice a year.

Mr. Ellis is now making arrangements to put on exhibition at the capitol, the New York State educational exhibit which attracted so much attention and created such a favorable impresson at the St. Louis and Portland Expositions.

The State Civil Service Commission announces The State Civil Service Commission announces a competition for four positions in the New York State Library, as follows: State Librarian, \$4,000 to \$4,500; Law Librarian, Reference Librarian, Director of Library School; \$2,000 to \$2,500 each. These positions all require qualifications of a high grade. Appointments are expected about January 1, 1906. Receipt of applications will close December 12.

The Education Department is not relaxing its energies in enforcing the compulsory education law. Bulletins giving full information have been brought to the attenton of every school officer and employer in the State, and local boards of

education are being urged to comply with the

statute in every particular.

In certain communities, often without even the knowledge of the superintendent or principal, subordinate teachers, members of school boards and others have issued "school record" certificates. Such practice has led to confusion and in many instances to grave abuses; therefore the Department directs that in the future record certificates shall be issued only as indicated in the three following subdivisions:

I The superintendent of schools of a city or district may issue record certificates and so long as said city or district has an acting superintendent no other person is authorized to issue

therein such certificates.

2 If the city or district is not under a superintendent then the principal or principal teacher of said city or district is authorized to issue such certificates, and no other person is authorized to do so.

3 If a city or district at any time, as may occur during vacation period, is without a superintendent or principal or principal teacher, then the certificate may be issued by "such other officer as the school authorities may designate."

The new bulletin containing the requirements and regulations governing the examinations for State Life Certificates has just been issued. The next examination will be held August 20-24, 1906. In order to be admitted to the examination, candidates must have had two years' successful experience in teaching.

# UNIVERSITY OF THE STATE OF NEW YORK

HIGH SCHOOL EXAMINATIONS

June 12-16, 1905

(Continued from the November number)

### ENGLISH—FIRST YEAR

### Questions

I Select from the following quotation the subordinate clauses, and give the classification (subdivision if adverbial) and the syntax of each clause selected:

"Had you been left to the circulation of which you speak, you would long ere this have been no more." \* \* \* "You are talking of authors that lived long before my time, and wrote either in Latin or in French, so that they in a manner expatriated themselves, and deserved to be forgotten."

2 Give, from the quotation in question 1, the part of speech and the syntax of the first you (line 1), long (line 2), ere, this.

Write the principal parts of speak, wrote.

3 Write a letter to a friend, narrating some incident that has come under your observation.

4 Combine the clauses of each of the following groups so as to express an important

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thought of each group in a principal clause:
a) Ivanhoe was brave, he challenged the Templar to mortal combat, b) Gurth had been at Isaac's house, he was returning to his master's tent, he was captured by robbers, c) John had a long lesson to prepare, he neglected his lesson, he went to the circus.

5 Give the syntax of each of the italicized infinitives in the following: a) It was delightful to hear the gigantic plans of the little rogues, b) Some hasten forth to meet friends, c) Its language, to be sure, was rather quaint and obsolete, d) I sought to take refuge from their noise, e) To discuss all these in a transient interview at an inn was impossible.

6 Write sentences containing the following kinds of clauses: a) adjective clause beginning with when, b) adverbial clause of cause, c) adverbial clause of concession, d) adverbial clause of result, e) noun clause used as object of a preposition.

7 Write the following sentences in correct form

and give the reason for each correction:

a) Each of the boys were good students,
b) Who did vou wish to see? c) He said
to his friend that if he ordered the fruit
he ought to pay for it, d) I thought of
paying several times but did not have the
money, e) It was his duty to have corrected the error at once.

8 Expand the following italicized phrases into clauses and give the syntax of each clause formed: a) We reached a village where I had determined to pass the night, b) We stopped to water the horses, c) To judge from your physiognomy, you are now well stricken in years.

9 Tell the story of Front-de-Boeuf's interview with Isaac at Torquilstone.

To Give an accurate interpretation of each of two of the following passages:

a That monk of savage form and face,
The impending danger of his race
Had drawn from deepest solitude.

b With foot and hand Fitz-James must strain Ere he can win his blade again.

c Nor yet for this, even as a spy,
Hadst thou, unheard, been doomed to die,
Save to fulfil an augury.

story of Ivanhoe of each of two of the following: a) The challenge between the Templar and the Palmer at Rotherwood, b) Gurth's escape from Cedric's train, c) Cedric's promise to grant a boon to the Black Knight.

**12** Go to the damsel Priscilla, the loveliest maiden of Plymouth,

Sav that a blunt old captain, a man not of words but of actions,

Offers his hand and heart, the hand and heart of a soldier.

Give an account of the conversation in which these lines occur, showing the feelings of the younger man.

13 Write on one of the following topics suggested by Snowbound:

a) A Cozy Fireside in Winter,

# Southworth-Stone ARITHMETICS

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# 10,000,000 of population

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# List of Cities, with Approximate or "Claimed" Population (ADOPTED FOR EXCLUSIVE USE)

| Chicago                                                   |      |     |    |     |     |     |     | 2,250,000 |
|-----------------------------------------------------------|------|-----|----|-----|-----|-----|-----|-----------|
| St. Louis                                                 | Ĭ    | -   | -  |     | -   |     | -   | 650,000   |
| Sioux City, Ia.                                           | ·    |     | •  | Ť   | •   | •   | •   | 60,000    |
| Clinton, Ia.                                              | •    | •   | •  | •   | •   | •   | •   | 25,000    |
| Richmond, Va.                                             | •    | •   | •  | •   | •   | •   | •   |           |
|                                                           | ٠    | •   | •  | •   | •   | •   | •   | 100,000   |
| Seattle, Wash.                                            |      | •   |    |     | •   |     |     | 180, 000  |
| Tacoma, Wash.                                             | ٠    | •   |    |     |     |     |     | 75,000    |
| Spokane, Wash.                                            |      | •   |    |     |     | ٠.  |     | 75,000    |
| Lynchburg, Va.                                            |      |     |    |     |     |     |     | 25,000    |
| Bridgeport, Conr                                          | 1.   |     |    |     |     |     |     | 80.000    |
| Waterbury, Conn                                           |      |     |    |     |     |     |     | 60,000    |
| (WIT                                                      | н    | OTH | BR | ARI | THE | MET | (an |           |
| Greater New You                                           |      |     |    |     |     |     |     | 4,000,000 |
| Jersey City, N. J                                         |      | - 1 |    | - 1 |     | - 1 |     | 250,000   |
| New Haven, Con                                            |      | •   | •  | •   | •   | •   | •   | 120,000   |
|                                                           |      |     | •  | •   | •   | •   | •   |           |
| Newton, Mass.                                             | ٠    |     |    | •   |     | •   | •   | 35,000    |
| (WITH ONE OTHER ARITHMETIC)                               |      |     |    |     |     |     |     |           |
| New Bedford, Ma                                           | a 96 | 3   |    |     |     |     |     | 70,000    |
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|                                                           |      |     |    |     |     |     |     |           |

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b) Whittier's Uncle.

Our uncle, innocent of books, Was rich in lore of fields and brooks.

[Write a character sketch, introducing imaginary incidents of his life if you desire.]

14 Write the story of Ichabod Crane's return from the quilting party at Van Tassel's.

15 Imagine that you have recently moved to a house next door to Rip Van Winkle's home. Write your impression of the characters of Rip and his wife.

### Answers

I Had you been left, adverbial, conditional, modifies would have been; you speak, adjective, modifies circulation; that lived and wrote, adjective, modifies authors; they expatriated and deserved, adverbial, result, modifies wrote.

served, adverbial, result, modifies wrote.

2 You, personal pronoun, nominative case, subjective of had been left; long is an adverb, modifies the phrase ere this; ere is a preposition introducing the phrase and showing the relation between this and would have been; this is an adjective (demonstrative) pronoun, objective case, object of the preposition ere. Speak, spoke, speaking, spoken. Write wrote, writing, written.

3 (Answers will vary.)

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4 a) Because Ivanhoe was brave, he challenged the Templar to mortal combat; b) While Gurth was returning to his master's tent from Isaac's house, he was captured by robbers; c) Though John had a long lesson to prepare, he neglected it to go to the circus.

5 a) To hear, nominative case, apposition with it; b) to meet, adverbial, expresses purpose, modifies hasten; c) to be, nominative, independent use; d) to take, objective case, object of sought; to discuss nominative case subject of runs possible

discuss, nominative case, subject of was possible.
6 a) It was a time when brave men faltered;
c) Though we care for our bodies, we can not always keep them in health; b) We did not go out, because the day was rainy; d) It was so cold that many perished; e) Much depends upon how

you perform the task.

7 a) Each of the boys was a good student. Each relates to objects taken separately and always takes a singular predicate. b) Whom did you wish to see. The direct object is put in the objective case. c) He said to his friend: "If you ordered the fruit, you ought to pay for it." Change to the direct statement to avoid ambiguity in use of personal pronouns. d) I thought several times of paying but did not have the money. An adverbial phrase should stand near the verb that it modifies. e) It was his duty to correct the error at once. The time of the infinitive to correct is relatively present to that of the principal clause.

8 a) We reached a village where I had determined that we should pass the night. It is a noun clause used as the object of determined. b) We stopped that we might water the horses. It is an adverbial clause denoting purpose. c) If I should judge from your physiognomy, I would say that you are well stricken in years. It is an adverbial infinitive clause modifying say (under-

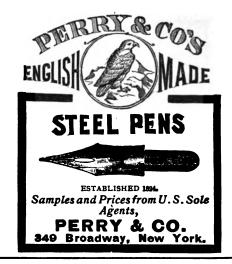
stood).

9 Front-de-Boeuf, followed by two Saracen slaves, went down into the dungeon-vault of the castle where Isaac had been hastily thrust. He found the frightened Jew so strongly agitated that he was powerless to rise at his approach. He demanded that Isaac should weigh out a thousand silver pounds as a ransom. Isaac denied at first that he could pay so great a sum but when the slaves were called to torture him he promised to pay it. When he learned that his daughter Rebecca was not to be released, Isaac declared that he would not pay a silver penny. They were about to torture him when they were called away by a bugle blast outside of the castle.

To a) War was about to be waged between Clan-Alpine and the Lowlanders. The monk Brian, hearing of the danger threatening his race, came from his lonely retreat to try an augury.

b) Red Murdock, while pretending to guide Fitz-James to the Lowlands, was in reality seeking an opportunity to betray him. When Blanche of Devan warned James to beware of Murdock, the latter aimed an arrow which killed Blanche. James then slew Murdock with his sword and plunged it so far into Murdock's body that he had to strain with all his might to gain his weapon again.

c) After Fitz-James killed Murdock, he hastened on his way to the Lowlands and came upon a Highlander cooking his evening meal. This man, who proved to be Roderick Dhu, guided him



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to the border-land. On the way Roderick accused James of being a spy. James denied this and said that he came to seek a Highland maid. Roderick replied that though he was not a spy he must die to fulfil an augury.

Tin a) It led to the meeting of Ivanhoe and the Templar at the Tournament and also to the final encounter between them that resulted in the Templar's death. b) Gurth's meeting with Locksley; the rescue of Cedric and his party from Front-de-Boeuf's castle. c) The pardon of Ivanhoe by his father and the marriage of Ivanhoe and Rowena.

12 In the old colony days John Alden was busy writing letters to be sent the next day on the returning Mayflower, when his friend, Miles Standish, who had been present reading, told him that he had something important to say to him when he had finished his work. When Alden finished his writing, he said: "Speak; for whenever you speak, I am ready to listen." Standish requested

him to go to Priscilla and say that the captain of Plymouth offers her his hand in marriage. John Alden, who loved Priscilla, was surprised and embarrassed at the words, and said that he would mangle such a message. He urged Standish to deliver the message for himself, but the latter urged him in the name of friendship, to act for him, and Alden consented.

13-15 Answers will vary.

### ADVANCED ENGLISH

### Questions

I Select from the following quotation three subordinate clauses and give the classification (subdivision if adverbial) and the syntax

of each clause selected:

Here the little quarto began to heave his sides and chuckle, until at length he broke out in a plethoric fit of laughter that had well-nigh choked him by reason of his excessive corpulency. "Mighty well!" cried he, as soon as he could recover breath, "mighty well! and so you would persuade me that the literature of an age is to be perpetuated by a vagabond deerstealer.

2 Parse, from the quotation in question 1, to heave, well-nigh, corpulency, could recover,

3 Give the part of speech and the syntax of each of the italicized words in the following:

a, b) I have been to the library two or three times since, c, d) Whether it was another of those odd daydreams to which I am subject, I have never to this moment been able to discover, e) Here he is generally surrounded by an admiring throng of

4 Write original sentences containing three of the following: a) an adverbial clause of concession, b) an adverbial clause of cause, c) a noun clause used in apposition, d) a noun clause used as the object of a preposition, e) an infinitive phrase used as the

object of a preposition.

5 Give the classification (subdivision) and the syntax of each of three of the italicized phrases in the following: a) His hands are thrust into the pockets of his great coat, b, c) I am tempted to illustrate them by some anecdotes of a Christmas passed in the country, d) He writes from the heart, c) Authorship was an unprofitable craft, pursued chiefly by monks in the solitude of their cloisters.

6 Correct the following sentences and give the reason for each correction: a) The ship ran down a small fishing smack that was laying at anchor, b) The birds of Brazil are more beautiful than any in South America, c) He who is most loyal we think to be most worthy, d) I and my father were invited to go with them, e) I can not believe but what he knew better.

7 Write a letter to a publisher, ordering several books that you need. Give necessary de-

8 Parse each italicized word in the following: a) And all for what? to occupy an inch of dusty shelf—to have the title of their works read now and then in a future age, by some drowsy churchman or casual straggler like myself, b) "There's John! and there's old Carlo!" cried the happy little rogues.

9 Assume that you have witnessed a severe thunderstorm. Write a short description of it

for your local newspaper.

10 Give the classification (subdivision if adverbial) and the syntax of each of the sub-ordinate clauses in the following: a) His writings contain the spirit, the aroma of the age in which he lives, b) He has commonly a broad, full face, curiously mot-tled with red, as if the blood had been forced by hard feeding into every vessel of the skin, c) Let them once in a while turn loose the whole school of Westminster among us, that at any rate we may now and then have an airing.

II Give in substance Roderick's report of the news brought by the courier and state its

effect on the Douglas.

12 Explain the meaning of the following quotation, paying special attention to the italicized expressions:

> The toils are pitched, and the stakes are sèt,-

> Ever sing merrily, merrily; The bows they bend, and the knives they whet,

Hunters live so cheerily.

It was a stag, a stag of ten, Bearing its branches sturdily; He came stately down the glen,— Ever sing hardily, hardily.

It was there he met with a wounded doe, She was bleeding deathfully; She warned him of the toils below,

O, so faithfully, faithfully! He had an eve, and he could heed,—

Every sing warily, warily; He had a foot, and he could speed,— Hunters watch so narrowly.

13-15 Write an essay of at least 150 words on one of the following topics, paying special attention to spelling, punctuation, gram-matic construction and proper use of words; also some attention to introduction, proper grouping of ideas into paragraphs and pleasant transition between sentences [Essays on subjects other than those assigned will not be accepted]:

a) A Monarch's Generosity [Let Ellen describe the scene in the presence chamber when King James pardoned Douglas and Malcolm Graeme], b) The Fatal Symbol [Describe the gathering of the clan, showing how the fiery cross interrupted a funeral

and a wedding].

### Answers

I He broke, adverbial clause of time, modifies heave and chuckle; that had choked, adjective clause, modifies laughter; he could recover, adverbial clause of time, modifies cried; literature is, objective clause, object of persuaded.

2 To heave is a present active infinitive from the regular transitive verb heave. Principal parts: present, heave; past, heaved; present part. heav100 Business Envelopes neatly printed with paid for only 25c; 250 for 5oc. Note Heads, Statements, Cards, etc., same price. School printing of all descriptions? Price list free. DAIMARU BAZAAR, Drawer 2, Sta. K. Washington, D. C.

ing; past part. heaved. It is used in the objective case as the object of began. Well-nigh is an adverb of degree, not compared, modifies had choked. Corpulency is a noun, common, neuter, third, singular, objective case, object of the preposition of. Could recover is a regular, active, transitive verb. Principal parts: present, recover; past, recovered; present part, recovering; past part. recovered. It is in the potential mode, past tense, and agrees with its subject he in the third person, singular number. Me is a personal pronoun, masculine gender, first person, singular number, indirect object or dative case.
3 a) Times is a noun, adverbial objective, modi-

fied have been. b) Since is an adverb, modifies have been; c) another is an indefinite pronoun, used in predicate nominative after was; d) able is an adjective, used as a predicate adjective with have been; e) admiring is a participial adjective,

modifies throng.

4 a) The car has gone, though she thought it would wait. b) He hurried because it was late. c) The fact that the world is round is well known. d) It depends upon how you understand the matter. e) They are about to go

5 a) Adverbial phrase denoting limit of motion, modifies thrust; b) Adverbial phrase denoting means, modifies illustrate; c) Adverbial phrase denoting place where, modifies passed; d) Adverbial phrase denoting place from which, modifies passed; d) Adverbial phrase denoting place from which, modifies and passed denoting place from the place of the passed of fies writes; e) Adverbial phrase denoting agent,

modifies pursued. 6 a) Substitute lying for laying. The transitive verb lay should not be used for the intransitive verb lie. b) Substitute any others for any. Objects should not be compared with themselves. c) He is most loyal whom we think to be the most worthy. Never use the nominative case for the objective. d) Substitute my father and I for I and my father. The third person is more important than the first person, and precedes it. e) Substitute that for what. The double relative should not be used for the conjunction that.

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8 a) What is an interrogative pronoun, third, singular, objective case, object of the preposition for; b) inch is a noun, common, neuter gender, third person, objective case, object of occupy; c) read is a past participle from the irregular, transitive verb to read. Principal sparts: read, read, reading, read. It modifies title. Myself is a compound personal pronoun, first, singular, masculine, dative case after the adjective like; Carlo is a noun, proper, third, singular, masculine, nominative case, subject of is. 9 Answers will vary.

10 a) ... lives, adjective clause, modifies age. b) Blood had been forced, adverbial clause denoting condition, modifies would be (understood). c) We may have, adverbial clause denoting pur-

pose, modifies turn loose.

II King James V. of Scotland, having put down in a measure the lawlessness of the border chiefs, was now coming hither against the Highland chiefs on the pretext of a hunting expedition. Douglas hearing this said that James was especially hostile to him and that he would not stay to imperil Roderick, but with his daughter Ellen, he would take refuge in some forest cell

till the storm of pursuit had passed.

12 Fitz-James sets off eastward with a guide who is really a clansman of Roderick and is sent to draw Fitz-James on, in the belief that he is a spy. They meet Blanche of Devan, who has lost her reason through the loss of her husband by Rocerick's sword. She recognizes Fitz-James' Lowland dress and warns him in this wild song of his danger. The first stanza warns him that Clan-Alpine's men are lying in ambush to seize him. The second stanza refers to Fitz-James, the The third stanza refers to intended victim. Blanche herself and her warning song. The fourth stanza means that Fitz-James could detect the treachery and escape.

13-15 Answers will vary.

### ENGLISH HISTORY

### Questions

I Give in regard to the Roman walls in Britain (a) location, (b) plan of construction, (c) purpose.

2 Give a brief account of the conquest of England by the Danes, covering causes and

results.

3 Mention three particulars in whch the progress of the English people during the 11th

and 12th centuries is clearly seen.

4 Give an important result of each of the following events in the reign of Henry 3:
(a) the meeting of the Mad Parliament,
(b) the battle of Lewes, (c) the battle of Evesham.

5 Give an account of the following in the reign of Henry 5: (a) the battle of Agincourt, (b) the treaty of Troyes.

6 Justify the following statement in regard to the reign of Henry 7: "Henry's chief merit was that he had re-established order.

7 Mention one important act of Parliament in the reign of Henry 8 and give an account of it.

- 8 Mention three important causes of enmity between England and Spain in the reign of Elizabeth.
- 9 Mention an important event that connects the history of America with the reign of (a) Henry 7, (b) Elizabeth, (c) James I, (d) Charles I, (e) Charles 2.

Io Give an account of the Restoration, touching on (a) character of the king and court, (b) treatment of dissenters.

11 Give two reasons why many prominent Englishmen were friendly toward the American colonies in their struggle with George 3.

12 Show how Hongkong came into the possession of Great Britain.

13 Mention two occasions in the reign of Victoria when England interfered in behalf of Turkey. What interest has England in maintaining the Turkish Empire?

14 Give two reasons why England has found dif-

ficulty in governing Ireland.

15 Mention a war that may be considered to have first shown the supremacy of England as (a) a sea power, (b) a colonizing nation, (c) a military power. Give reasons.

### Answers

1 (a) The wall of Agricola extended across Caledonia from the river Firth to the Clyde; the wall of Hadrian extended across the country from the North sea to the Irish sea and was about seventy-five miles south of the first mentioned wall. (b) Agricola's wall consisted of earthworks and a line of forts, while Hadrian's wall was constructed of solid masonry strengthened by a deep ditch and a rampart of earth. There were also stone castles about seventy feet square at regular intervals of one mile. Between these castles were stone watch-towers for sentinels, while at every fourth mile there was a fort occupied by a large body of troops. (c) The purpose of these walls was to repel an invasion by the Scots and Picts from the north. There was also a strong chain of forts on the coast extending from the mouth of the river Black-water to Portsmouth on South, built to repel Saxon pirates.

2 At first the Danes invaded England from time to time for plunder, but later to possess the country and rule over it. They destroyed the monasteries and laid waste a large portion of the country. At last Alfred, after a long warfare, gained a great victory over the Danes and made with them the treaty of Wedmore by which the latter bound themselves to remain north and east of a line drawn from London to Chester. They thus secured a large part of England, yet they acknowledged Alfred as their

over-lord.

3 (a) The charter of liberties issued by Henry 1; (b) The Constitutions of Clarendon which made the civil courts higher than the church courts; (c) The rise of the free towns in the reign of Rechard I to a greater degree of political liberty.

4 (a) The Provisions of Oxford by which the government was taken out of the king's hands and placed in control of three committees or councils. (b) The king's army was defeated by the barons and the latter dictated their own

terms. De Montfort, as head of the state, called a parliament to which were summoned four knights to be chosen from each shire to meet with the barons and clergy. This marked the beginning of the House of Commons in

the beginning of the House of Commons in English history. (c) De Montfort was defeated by Edward I, but the political reforms established by him did not pass away at his death.

5 (a) Henry 5 invaded France to gain the French crown. In this battle the French had fifty thousand troops to Henry's eight thousand. The English archers gained the day. This was due in a great measure to a muddy clay on the due in a great measure to a muddy clay on the battle field, in which the French horsemen could scarcely move. (b) By the treaty of Troyes, Henry obtained a large sum of money, the French Princess in marriage, the regency during the life of Charles 6 and a promise of the

French crown on the latter's death.

6 Henry 7 took advantage of the political weakness of England at the close of the civil wars to strengthen the royal power and repress disorder. He united the two hostile houses of York and Lancaster by his marriage with Elizabeth and thus in a measure he healed the factions and brought about national unity. He struck at the root of faction and turbulence by attacking the existing system of livery and maintenance that contributed so much to the lawlessness of that time.

lawlessness of that time.

7 In 1534 the Act of Supremacy was passed, abolishing the Pope's supremacy and establishing that of the king in the Church of England. This act of a weak Parliament was due to the fact that Pope Clement, declaring Katharine to be Henry's legitimate wife, refused to assent to Henry's divorce from her or to affirm his marriage with Anne Boleyn. By casting off the pope Henry made the Church authority of the Pope, Henry made the Church of England an independent church and placed his divorce and remarriage under cover of English law.

8 (a) Persecution of the Jesuits. (b) Execution of Mary Stuart. (c) The Spanish and Portuguese claims to exclusive rights in the New World and in the East.

9 (a) The voyage of the Cabots. (b) Frobisher, searching for a northwest passage, explored the coasts of Labrador and Greenland. (c) The first permanent English settlement was made at Jamestown, Va., 1607. (d) The Puritan emigration to New England and the founding of the Massachusetts Bay colony. (e) The seizure, in 1664, by an English fleet of the Dutch colony of New Netherlands, which from that time bore the name of New York. (Other answers may be given.)

To (a) The king was a shameless profligate. His sole aim was enjoyment and he desired to be king that he might have means for accomplishing that end. He surrounded himself with the vilest court that England ever knew. An Act of Uniformity was passed by Parliament in 1662 which expelled all ministers and teachers who were dissenters from the churches and schools. Two thousand dissenters were turned out of their parishes. This was followed by the Conventicle Act and the Five-mile Act. 11 (a) The contention of Pitt and others

that any taxation of the colonies without representation in Parliament was tyranny and contrary to established principles of Énglish liberty. (b) Hostility to the king and a belief



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that the enforcement of oppressive laws was un-

reasonable and inexpedient.

12 At the end of the "opium war" in 1839
by which Great Britain compelled China to receive opium as an import, five Chinese ports were opened to British trade and Hong Kong

was ceded to England.

13 (a) The Crimean war, 1854-6. (b) England was anxious to deprive Russia of the administration of the Russian of the vantages that she had gained in the Russo-Turkish war and by the efforts of Disraeli in the Berlin congress, 1878, Russia was compelled to make concessions that were highly advantageous to Turkey. England desires to keep Turkey as a barrier to Russia's desire to postage to the Mediterronean Frederick sess ports on the Mediterranean. England claims that this would imperil her interests.

14 (a) Difference of race and religion. Hatred of the English due to enforcement of oppressive laws. (c) The fact that a large part of Ireland is owned by Englishmen whose ancestors obtained it through confiscation, and that a system of extortion is often practiced by

that a system of extortion is often practice by the overseers of these estates.

15 (a) The defeat of the Spanish Armada in 1588. This marks the beginning of England's supremacy on the sea. (b) The Seven Years' War, 1756-1763. England gained the French pos-sessions and Florida in America and India in the East. (c) The English war against Napoleon which culminated in the decisive battle of Waterloo. The French power was crushed and England was able to dictate terms of peace.

# **ELEMENTARY ENGLISH**

### Questions

I Analyze by diagram or otherwise the following sentence: He heard Clara's gladsome voice as she weeded and watered the flower bed which had been given her for her

2 Parse, from the quotation in question I, Clara's, watered, which, the second her.
 3 Write original sentences illustrating the use

of few as (a) an adjective, (b) a pro-noun; that as (a) an adjective, (b) a conjunction; very as an adjective.

4 Write a letter to a friend, asking him to ac-

company you on a Fourth of July excur-

5 Give the part of speech and the syntax of each italicized word in the following: He could have counted every footstep that Charley took as he trundled his

barrow along the gravel walk.

6 Give the classification and the syntax of each subordinate clause in the following sentences: (a) Shortly came a sound that threw the doe into a panic of terror, (b) I suddenly discovered that I didn't want to see a bear, (c) It suddenly occurred to me how I could divert his mind.

7 Correct the following sentences and give the reason for each correction: (a) As my parents were unable to go, they gave the tickets to my sister and I, (b) Diamonds are more valuable than all the precious stones, (c) He don't know who is to blame, (d, e) Have either of you a copy of the directions that was given in class yesterday?

8 Write the second person singular of the verb go in all the modes and tenses.

9 Combine the following statements into a complex sentence: The girls went out. They went out at a side door. They joined the boys. The boys were busy. The boys were cleaning their guns. The boys were on the western possible the side of the boys were on the western possible the side of the boys were on the side. western porch.

10 Parse each italicized word in the following: Every morning and evening the Lady Arabella gave up her great chair to one of the ministers.

11 Write original sentences illustrating the following: (a) a complex imperative sentence, (b) a compound sentence one member of which is complex, (c) an interrogative sentence containing an adverbial clause.

12 Describe Acadia as it appeared to an exiled

Acadian on his return from wandering.

13 Explain the meaning of the following selection, paying special attention to the italicized expressions:

Fairer was she when, on Sunday morn, while the bell from its turret
Sprinkles with holy sounds the air, as the priest with his hyssop

Sprinkles the congregation, and scatters blessings upon them,

Down the long street she passed, with her chaplet of beads and her missal,

Wearing her Norman cap and her kirtle

of blue, and the earrings Brought in the olden time from France.

and since, as an heirloom, Handed down from mother to child, through long generations.

14-15 Write an essay of at least 100 words on one of the following topics, paying special attention to spelling, capitalization, punctuation, grammatic construction, proper use of words and sentence structure [Essays on subjects other than those assigned will not be accepted]: (a) Entrapped [Let one of the Acadians tell how they were entrapped and held as prisoners in the church for four days], (b) By the Camp Fire [Tell of the visit of the Shawnee woman to the camp and relate the stories told by her to Evangeline].

### Answers

I It is a complex declarative sentence. Principal clause is *He heard voice*. Subject of principal clause is *He*; predicate heard; heard is completed by the object voice and is also modified by the adverbial clause of time, She weeded and watered. Voice is modified by the adjective gladsome and the possessive noun Clara's. The subject of the adverbial clause is she; predicate is weeded and watered, com-pleted by the object flower bed which is modified by the adjective the and the adjective clause which had been given. The principal and the adverbial clauses are connected by the conjunctive adverb as. The subject of the adjective clause is which; predicate had been given completed by indirect object her and modified by the adverbial phrase for her own. The phrase

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consists of the preposition for with its object own. Own is modified by her.

2 Clara's is a noun, proper, third, singular, feminine, possessive case, used as a possessive modifier of voice. Watered is a regular, active, transitive verb. Principal parts: present, water; past, watered; present participle, watering; past participle, watered. It is in the indicative mode, past tense, and agrees with its subject she in the third, singular. Which is a relative pronoun. It is in the third, singular, neuter to agree with its antecedent flower bed and in the nominative case, subject of had been given. Her is a possessive adjective pronoun, modifies own.

3 (a) Few substances are found in a pure state. (b) Few shall part, where many meet. (c) That book is mine, (d) He says that he will go. (e) This is the very essence of truth.

4 Answers will vary.

5 He is a personal pronoun, nominative case, subject of could have counted. Footstep is a noun, objective case, object of could have counted. That is a relative pronoun, objective case, object of took. As is a conjunctive adverb, connects the clause Charley took and he trundled. Along is a preposition, shows the relation between its object walk and trundled.

6 (a) Adjective, modifies sound, (b) Noun clause, object of discovered, (c) Noun clause,

apposition with it.

7 (a) Substitute in the given sentence me for I. The objective case should be used after the preposition to. (b) Diamonds are the most preposition to. (b) Diamonds are the most valuable of all the precious stones, or diamonds are more valuable than the other precious stones. The thing compared should not be included with the things with which it is compared. (c) He does not know who is to blame. Don't is not the correct contraction of does not. (d, e) Substitute in the given sentence has for have and were for was. A verb should agree with its subject in number.

8 Indicative mode: Present, thou goest; past, thou wenst; future, thou wilt or shalt go; perfect, thou hast gone; pluperfect, thou hadst gone; future perfect, thou wilt or shalt have gone. Potential mode: present, thou mayst, canst or must go; past, thou mightst, couldst or wouldst go; perfect, thou mayst have, canst have or must have gone; pluperfect, thou mightst have,

couldst have, wouldst have or shouldst have gone. Subjunctive mode: present, if thou go; past, if thou went. Imperative mode: present, go thou.

9 The girls went out at a side door to join the boys who were busy on the western porch cleaning their guns.

10 Every is an adjective, modifies morning. Evening is a noun, common, third, singular, neuter; adverbial objective. Gave is an irregular, transitive verb. Principal parts: present, give; past, gave; present participle, giving; past participle, given. It is in the indicative mode, past tense, and agrees with its subject Lady Arabella in the third, singular. Ministers is a noun, common, third, plural, masculine, objective case, object of the preposition of.

II (a) Weigh every word before you speak, (b) I will go and he may remain if he wishes, (c) How could he refuse to go when he was

asked?

12 Answers will vary.

13 This selection, taken from Evangeline, describes her as she passed down the street to church on Sunday morning. Fairer than ever did she appear on the Sabbath while the bell from the tower where it was hung rang out with its solemn tones as a signal for the people to come to church, and as the priest performed the purification ceremony, sprinkling the con-gregation with holy water by means of a plant called the hyssop. She passed down the long street with her rosary and prayer book, wearing her Norman cap and outer petticoat of blue and the earrings which had been brought from France by her ancestors and handed down to her as a legacy or keepsake. 14-15 Answers will vary.

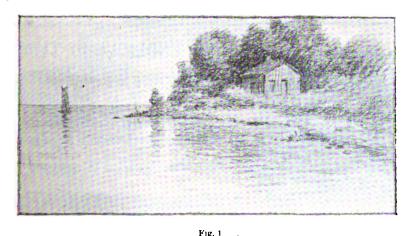
### DRAWING

# Questions

### PICTORIAL—FREE HAND

I Make a sketch of an outdoor scene to illustrate convergence of parallel retreating lines. 2-3 Copy fig. 1, enlarging at least one-fourth.

Or Make a drawing similar in character to fig. 1.



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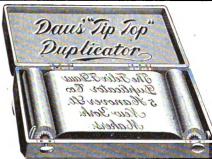
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4 Make a drawing, with background, to repre-sent a dark colored mug and a lemon. Finish in three tones.

5 Make a drawing of a lamp shade which is slightly above the eye.

# DECORATIVE-FREE HAND AND INSTRUMENTAL

### Tracing and transferring allowed in copying units of design

6 Make a design for a candlestick, showing pleasing proportions and lines.

7 Illustrate one style of historic ornament. Write name of style.

8 Copy fig. 2, enlarging at least one-fourth. [This may be in outline or silhouette.]

9-10 Using conventional units of the trillium (fig. 2) make a design for a border. Finish in three tones.

### GEOMETRIC-INSTRUMENTAL

Show all working lines. Accuracy of construction is important

11 Construct an angle of 90° and trisect it.
12 Draw top and front views of a cone resting on a square plinth.

13 Draw the developed surface of a box 3"x2"x1".
 14 Within an equilateral triangle with side 3", inscribe three equal tangential circles.

15 Make a working drawing of the object represented by fig. 3.

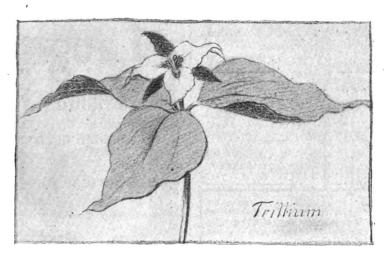
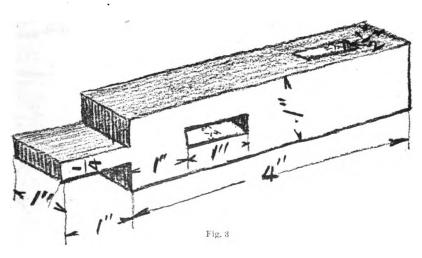


Fig. 2



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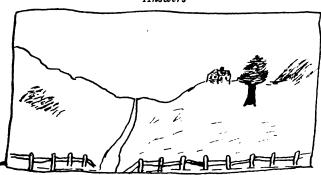
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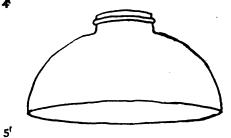
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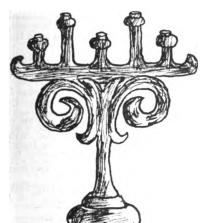
1 2-3 Same as question.





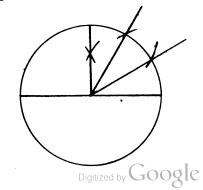


8 Same as question.





9-10



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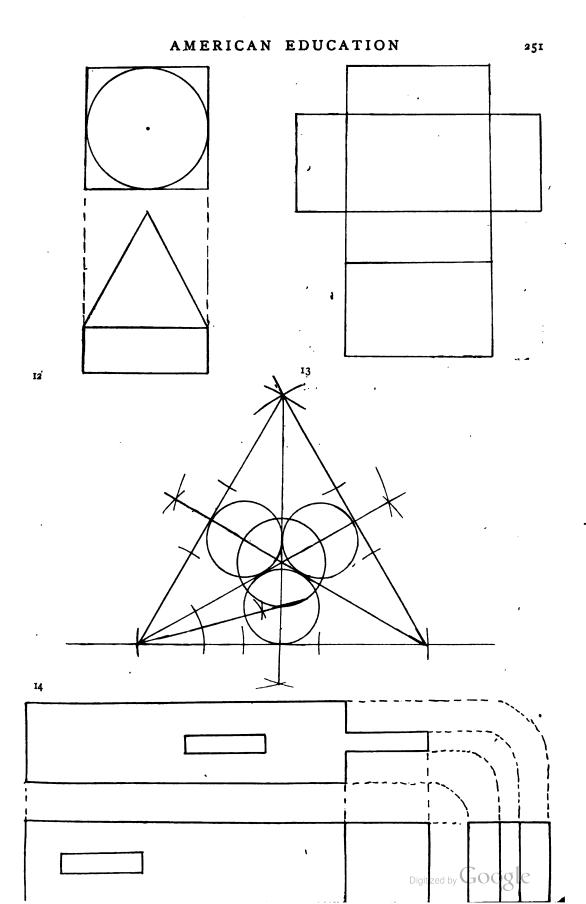
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Troy Conference Academy, Poultney, Vt.—We have engaged your candidate, Miss Lillian E. Fisk, for art. In selecting her we passed by Syracuse graduates and women of very successful experience who were willing to take the same salary. Rev. C. H. Dunton, Principal, Aug. 8, 1905.

Morgantown, W. Va.—I have received a telegram from Superintendent Gallup notifying me that I have been elected to the position for which you recommended me and have just wired my acceptance. Thank you for your prompt and efficient efforts in my behalf. Jane M. Chambers, Liverpool, N. Y., Aug. 9, 1905.

Morgantown, W. Va.—Two of your candidates, Miss Watson and Miss Chambers, have been elected to positions in our school. Supt. Wm. H. Gallup, Aug. 9, 1905.

Poultney, Vt.—The position in Troy Conference Academy has been given to me, and I feel very grateful to you for your assistance. Lillian E. Fisk, Morrisville, Vt., Aug. 9, 1905.

Rexmor Woodland, N.Y.—Please find check enclosed for my commission. I find my work here very pleasant. The camp so far has been thoroughly a success. I highly appreciate the work you have done for me. Harry W. Little, Aug. 10, 1905.

Trinity Hall, Washington, Pa.—We have selected Mr. E. V. Greenfield, whom you recommended, for the French and German position. Thank you for services rendered. Chas. G. Eckles, Head Master, Aug. 11, 1905.

Coal Valley, Ill.—I have been elected as principal of the school at Coal Valley, Ill., and think I shall accept. Thank you for your favors. Alex. Unger, Marietta, Ohio, Aug. 14, 1905.

Kewanna, Ind.—I have accepted the position at Kewanna, Ind., for which you recommended me some time ago, and shall leave here Saturday, Aug. 19th, for that place. Thank you for your efforts in my behalf. Paul Weiss, Providence, R. I., Aug. 14, 1905.

Manchester, Vt.—I have accepted the position at Manchester for which you recommended me. Thank you for the efforts you have made for me. Mrs. Alice Walrath, Fort Plain, N. Y., Aug. 14, 1905.

Napanoch, N. Y.—I have to-day accepted the principalship of the school at Napanoch and thank you very much for the help which you gave me in securing it. I hope I shall be able to do successful work and reward your efforts in my behalf. May Hale, Cortland, N. Y., Aug. 14, 1905.

Staunton Military Academy, Staunton, Va.—Upon your recommendation I have offered Mr. Maloney the position for which you recommended him. Many thanks for your kind attention and most intelligent service which has the writer's heartiest appreciation. Capt. Wm. H. Kable, Commandant, Aug. 14, 1905.

Andalusia, Ill.—I am pleased to say that I have secured a position as teacher through your agency. D. M. Dukeman, Lancaster, Pa., Aug. 15, 1905.

Agricultural College, Miss.—I received the following telegram this morning: "You are appointed at \$1,200 salary, beginning Sept. 15th." I wired reply as follows: "I accept. When shall I report?" V. W. Bragg, Gordonsville, Va., Aug. 15, 1905.

Rutland, Vt.—You will be interested to know that we have engaged Mr. Nelson A. Hallauer, of Webster, N. Y., one of your candidates, as teacher of science in our high school. Thank you for your prompt attention to our needs. H. H. Ross, Chairman Teachers' Committee, Aug. 15, 1905.

Derby, Vt.—I have been elected to the position in Derby Academy for which you recommended me, and have already wired my acceptance. Let me thank you for the unceasing efforts you have made in my behalf. I shall take pleasure in recommending your agency to my friends who are teachers. Annie P. Stone, Baltimore, Md.

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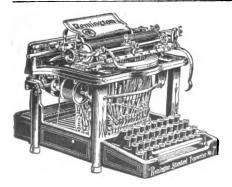
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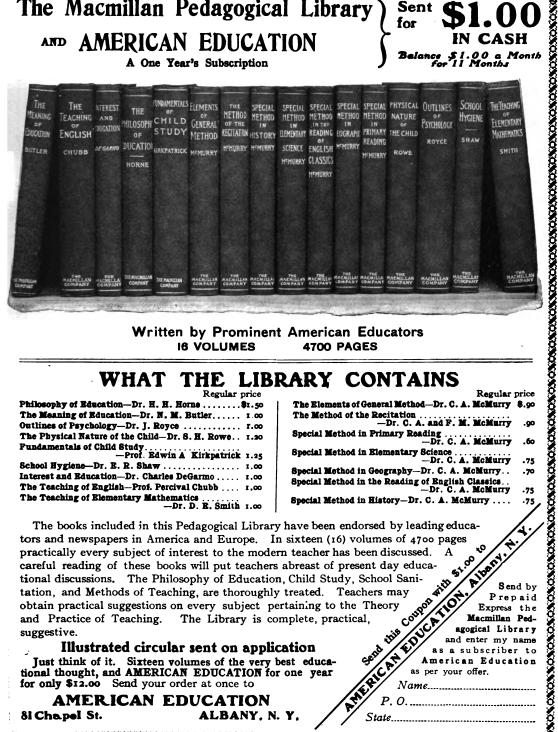
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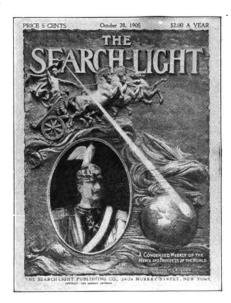
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#### IMAGINATION IN EDUCATION

CARL HOLLIDAY, M. A., PROFESSOR OF ENGLISH, ALABAMA STATE NORMAL SCHOOL

A S one looks back through history it would seem that the chief purpose of education has ever been and continues to be the preservation of man's normal condition. By this I mean to say that the conscious or unconscious effort has been at all times to develop the human faculties in just such proportions as are best for man's earthly and eternal welfare. Not that the exact proportion has ever been attained; but the trend has in every age been in such a direction.

Thus, doubtless, the first great epoch in the purposeful education of man concerned itself with his mental development, and In those early days he probably was a creature more of instinct than of reason. His body needed but little attention; the earthly in him was too strong as it was. The up-lifting of the mental man was the all-in-all. Of course, previous to the Christian era, there was a certain amount of intentional moral training, but, with the exception of the Hebrew race, no highly civilized people of the ancient days made it the predominant trait of man's development. Hence, the cultivated Greek became a philosopher, who, if not indeed an unbeliever in all religion, at least reached his religious conclusions, not through emotions or belief in inspiration, but through processes of subtle reasoning. So it was with the cultured Roman who, giving up his manifold gods, fell back upon the admirable mental powers which were his and believed in no divinity.

Such, then, I should say, was the first notable step in man's conscious endeavors to educate himself—the purposeful training of the purely mental man. But, with the beginning of the Christian era, it was seen that the moral man was degenerating, and history strongly substantiated this view as taken by the early fathers of the Men were indeed lifted mentally from barbarism; the culture of the moment had not been equalled by that of any previous stage of the world's growth; architecture had made Greece and Rome centers of majestic beauty; sculpture reached an excellence unsurpassed to this day; literature had touched the ideal. And, yet, amid all this mental perfection, the wickedness of Rome rose as a stench unto Heaven. Licentiousness, debauchery reveled in halls of grandeur; corruption throttled public and private life; the empire, strong it seemed, as the eternal hills, was even then, because of the rottenness of its individual members, tottering before its eternal downfall.

Then it was that the doctrine of the man Jesus was spread abroad: To know God is wisdom. The trend of educational endeavors began to change. Through the era of the first Christian centuries with its consecrated saints and self-torturing hermits, on through the Dark Ages with their church monarchy, on into the beginning of the Renaisance, the education of the moral man gradually lifted itself above the merely mental. Then it was that the whole world began to think upon religion. Martin Luther made the German universities a seething crater of theological strifes; Oxford and Cambridge became more like churches than schools. Students spent more time in prayer and praise than in the study of the things of this earth.

Then came the Puritan, the result of an overbalanced training of the moral man, with a religion so stern, so pitiless that the mental man was allowed to live, only because he was the servant of the moral man. Looking upon the old records with their strange names of Praise-God Barebones, and Fight-the-Good-Fight-of-Faith, looking upon such distorted productions as the Bay Psalm Book and the New England Primer, looking back upon that God-dreading code of Blue Laws, we are forced to the conclusion that, however vain the efforts, the second great stage in man's education was the purposeful endeavor to train the moral faculties.

Today in what period do we move? I should say that this is the era of the training of the physical man. Without doubt, the world of today is, as a whole, far more cultured than at any previous age of its existence. Moreover, few men will deny that, if it is not really better morally at this moment, it has never in any other era been so well educated morally. It may not follow the precepts of righteousness; but never before have these precepts been so widely known and acknowledged. But can we say that the modern man is physically the equal of the primitive man? It is extremely doubtful. For, in the endeavor to strengthen the mental and moral capacities of the human being, his body has been allowed to dwindle into weakness. Aye, there have been times in the history of the race when it was considered righteousness to mortify the flesh and to reduce it to nothingness. And scarcely a century has passed since the day when the typical scholar was a being of vast brain and piety but of lank and sickly body.

Now, education, seeing the unmistakable trend toward physical degeneracy, again took up the battle for what might be called the "normality" of man. In the nineteenth century our present great movement for physical training was born. The gymnasium became an important factor in college life; calisthenics obtained a place in the curriculum of every progressive school; the day of the bloodless book-worm had departed. Later came the idea of manual training. The world demanded something besides thinking prodigies, and the child was now taught, not only to remember and reason, but to do.

This, it would seem, is the present stage of the world's growth. The main cry of today is "Save the child's body." If you save his body, his mind and soul will be saved. Manual training has come to the rescue that the muscles may yet remain under implicit obedience to the brain. There is not a thing in any manual training laboratory that could not be made far more quickly by machinery; but machinery is the most hostile enemy of the preservation of the physical man that has ever existed. Indeed, so much attention is given today to the physical phase of education that the outside world hesitates. Many are they who agree with the cynic's description of the modern school curriculum: "Birdcalls, yawps, hoots, barks, cackles (anent nature study), 10 minutes; penmanship, 5 minutes; effects of alcohol, narcotics, Washington pie, and strong cigars, 55 minutes; arithmetic, 10 minutes; boxmaking, cutting, pasting, ripping, painting and kalsomining, 45 minutes; geography, 5 minutes." But the pendulum of life has ever swung from one extreme to another, and when the time comes in which all things are so equally apportioned that the mighty pendulum shall cease to swing, we shall then know that the great clock of the universe has stopped forever.

The mental, the moral, the physical, these three have been, so far, the paths of educational endeavor. I believe that the next great movement will be the effort to train the imagination. A great man without imagination is an impossibility. History has

never shown one; history never will. The story of all time is but the record of men who saw visions and brought these visions to pass. No man is greater than his imagination; all men are somewhat smaller. For a man's ideals cannot be greater than he can imagine them to be, and no man can quite equal his ideals.

And, yet, in spite of these indisputable facts, the educational system of today does almost nothing for the development of the imagination. In fact, if there is anything in which our public schools are highly successful, it is the annihilation of imagination. The average high school graduate is as devoid of imagination as he is of knowledge of his ignorance. In the small child first entering school this faculty is often very strong-so vivid indeed that, as a story-teller, he has few equals. But ask the sophisticated graduate to think out a story, imagine a beautiful picture, or even transport himself, in his mind's eye, to another land or to another condition of life, and he does it but crudely, if at all.

How few studies are taught in an imaginative way. The modern methods of science study are absolutely deadly to the imagination of youth. As G. Stanley Hall has pointed out, in the elementary study of the moon, for instance, pupils are taught that it is a dead mass of material, globular in shape and so many thousand miles in diameter and so many thousand miles away; that it is supposed to be dry; that it has little or no atmosphere, and that it is believed to be absolutely dead. Ave, indeed, it is dead enough when such a teacher gets through with it. What a corpse to place before living, growing souls! Why do we not tell of its influence over the minds and souls of mortals here on earth-how it affects the feelings, how it has been the the abounding source of romance, music, painting, poetry, and legend, how man in former days called it the beautiful goddess and worshipped it, and how, today, as it shines far and wide through the silent night, it lifts man's thought to higher realms? We are not teaching to turn out encyclopædias; we are here to develop immortal souls. What, in the name of all that is sensible, have the diameter and the soil of the moon to do with the expansion of a child's soul?

Nowhere is the imagination more needful than in the study of literature—and nowhere, one must believe, is it more often absent. Some of our larger universities, it would seem, have well-nigh given up the study of the soul of literature. Only philology and chronology are fit topics for Solomon Graduate, B. A., prospective Perhaps the story is far-fetched Ph.D. that tells of the student who answered most glibly questions on the philology Horace's odes and yet was stumped when asked to name some of the poems; but it at least portrays the spirit of the present course. From the university this evil tendency has descended into the high school and is encroaching even upon the grammar Today, technicalities, details, receive most undue attention. A class is found studying one poem for days and weeks, when in the same time many poems should be finished.

Hence comes the edited classic overloaded with notes. Nothing, absolutely nothing, is left to the child's imagination or invention, unless it be the exquisite pleasure of seeing himself in the act of wringing the editor's neck. Editing scholars have even been known to boast of the incomparable number of thousands of notes and questions contained in their especial editions. So overburdened with commentaries have many of these volumes become that more radical teachers have gone to the other extreme, and reject texts with any notes whatever.

In these undue philological, chronological, and historical endeavors we are injuring the cause of literature. The university professor teaches too often, not the eternal spirit of its substance, but the

dry bones of its etymological skeleton. Hence the deadly struggle of the ancient languages for existence. They in whose hands these gems of old have been intrusted have forgotten, in their search for roots and comparisons, that literature is a living, breathing being; and the noble classic dies from lack of appreciative treatment.

From the same source, too, comes that strange production of the unimaginative school teacher, correlation of studies with literature—a heinous crime, believe me, perpetrated on literature itself. What a glorious victim to the correlater is a beautiful poem: Take Hiawatha for instance. As Dr. Arnold Tompkins has pointed out, here is a wonderful opportunity. The teacher comes to the word "corn." Instantly the poem is deserted, and the pupils enter within the paradise of correlation. If the farmer plant so many grains of corn in so many rows, how many grains of corn does he plant? Arithmetic, you see! Next, what states are the greatest corn-producers? Geography! How is corn meal Industry! made? Corn, corn, corn! Write a composition on corn as a food supply. Now, let us sing Beulah Land: "We've reached the land of corn and wine." Next we will take up Cornwallis, and then—we would better stop! And all this time the great Longfellow-great because his imagination was great-sleeps quietly in his grave in Mount Auburn, all ignorant that some heartless teacher is dissecting his beloved, but now lifeless, Hiawatha.

Let us, in the name of all that is beautiful, sincere, and ennobling, study literature for its spirit, for its eloquence of beauty, for the reason that here is expressed well the thing which every man has felt but could not tell. Render unto Literature the things that are Literature's and unto Science the things that are Science's.

What is the result of all this? To-day many teachers of literature feel called upon to defend the teaching of it. Defend the study of literature! The idea is the most

novel of these novel times. Before the pyramids were, the world read and discussed books! Yes, we hear today of the brain-developing power of the classics, its disciplinary value, the training of the reasoning faculties, scientific methods, laboratory methods, methods, methods!

"A centipede was happy quite
Until a frog in fun,
Said, 'Pray which leg comes after which?'
This raised her mind to such a pitch
She lay distracted in the ditch,
Considering how to run!"

Let me declare that literature does not have to defend itself on such grounds. It has not the disciplinary powers of mathematics and science; it is not studied for the sake of logic; it is not a treasury of useful information. It appeals to the soul; it preserves the imagination. In this is its all-sufficient excuse for being.

The educational movements of the past have left many ancient institutions of learning as dry as the dusty manuscripts of their libraries. Indeed, so common has this lack of imagination in such places become, that the public is really surprised when a college professor turns writer of fiction or inventor of a novel machine or idea. And, yet, if all the human faculties were properly developed in the public school and college, the professor would be, in the nature of things, a model of powerful imagination.

Holmes has said:

"Build thee more stately mansions, O my soul,

As the swift seasons roll;
Leave thy low-vaulted past;
Let each new temple, nobler than the last,
Shut thee from heaven with a dome more
vast.

Till thou at length art free, Leaving thine out-grown shell by life's unresting sea." But how impossible is this without imagination! Richard Le Gallienne once asked a famous scientist for a definition of life. "'Nothing easier,' he gaily replied. 'Life is a product of solar energy, falling upon the carbon compounds, on the outer crust of a particular planet of a particular corner of the solar system.'

"'And that,' I said, 'really satisfies you as a definition of life—of all the wistful wonder of the world.' And as I spoke I thought of Moses with mystically shining face upon the Mount of the Law, of Ezekiel rapt in his divine fancies, of Socrates drinking his cup of hemlock, of Christ's agony in the garden, the golden faces of the great of the world passed as in a dream before me,—soldiers, saints, poets, and lovers.

"The carbon compounds!

"I took down Romeo and Juliet, listened to its passionate spherical music, and the

carbon compounds have never troubled me again.

"Love laughs at the carbon compounds, and a great book, a noble act, a beautiful face make nonsense of such cheap formulæ for the mystery of human life."

Knowing, then, the value of the imagination in the youth of man,—its power to arouse sympathy; its ability to bring happiness out of adversity, its force as a creator of action, above all, its absolute necessity in the erection of ideals, can we believe an education complete that has not included a training of this mighty spiritual faculty? Surely, it would seem that in the unremitting effort toward the uplifting of man there must soon come a new direction of energy—a zealous movement from the standpoint of his *imagination*. For, the dreamless man is the unhappiest of all creatures.

#### THE COURSE OF STUDY

SUPT. CHARLES S. FOOS, READING, PA.

OURSES of study have been a subject of controversy for centuries, and never has the controversy been more spirited than at the present time, hence the difficulty that confronts one, who would arrange and adapt a course of study for an extensive school system. So many varied impelling forces and conditions must be considered that the result must necessarily be a compromise of the ideal and of the fact. Local status, civic standard, governmental predilection, religious preference, daily vocation and what not influence the educational ideals and practices of a people.

In the present educational unrest in our own country, one is confounded by the culmination of so-called theories and by the conflicting interests clamoring for recognition in the course of study; by the assaults upon the defense of all that is not new; by the crimination and recrimination on every subject in the curriculum. therefore, undertakes to decide upon a definite specific education policy with some uneasiness for an assertion in one decade may be a denial in the next. In fact, a dogmatic attitude in educational matters. it seems to me, is unwise and unnecessary. No people nor no epoch has had an educational policy free from attack, nor is this century likely to settle upon one. Educational ideals differ as do habits and customs of individuals, nations, or times, hence a universal detailed curriculum of education is practically impossible, because ideals determine curricula. The question will largely remain a local one-determined in a measure by groups of people influenced by different influences, hereditary, religious, sociological, utilitarian, aesthetic, or intellectual.

To understand the perplexity of the task before us, one need only make a random inquiry so as to appreciate and understand the diverging tendencies and practices of nations and men of all centuries: Stuart Mill epitomized education as the sum total of those influences that make a man what he is and prevent him from being what he is not. This infers that all we are and all we are not depends largely on education. This is unquestionably true, if we accept the notion that education is both intentional and accidental—accidental the result, not of a set purpose or special development, but development influenced by church, home, society, environment; intentional, the result of special development according to some set purpose or system of education. One's education, if one may use the term education in this peculiar sense, may be largely accidentalthe result of intuitive impulse, social surrounding, or apparent chance. borne without knowledge or power, but years develop both either accidentally or intentionally. If in the former way, one seldom attains a development fully able to appreciate or to accomplish the object of life, although here and there men have apparently admirably succeeded without intentional educational privileges, but an analysis of such lives will generally disclose a one-sided success.

In this day of opportunity, few deny the advantage of education, but few agree in their conception of education. They disagree as to an adequate standard, hence disagree as to a course of study. Their aims diverge. Perhaps no political issues have caused so many differences, so much disputation, such bitter hostility, as has this problem of fixing an approximate standard of education by means of a curriculum. Many a reputation has suffered through misguided ardor; many a noble and great soul has endured professional and personal ostracism and disaster, because of his advocacy of his educational ideals.

Again, one reads that the end of education is complete human development of man's faculties-mental, physical, moral, others add social and spiritual. Prof. Huxley has written: "That man, I think, has a liberal education who has been so trained in his youth that his body is the ready servant of his will, and does with ease and pleasure all the work that, as a mechanism, it is capable of; whose intellect is a clear cold logic engine, with all its parts of equal strength, and in smooth working order; engine readv like steam to any kind turned of work, and to spin the gossamers, as well as forge the anchors of the mind; whose mind is stored with a knowledge of the great and fundamental truths of nature and of the laws of her operations; one who, no stunted ascetic, is full of life and fire, but whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience; who has learned to love all beauty, whether of nature or art, to hate all vileness, and to respect others as him-Others write that education is a preparation for complete living; still others for rational living—that is, education should relate man to real life, should fit him to perform the duties that fall to his Milton wrote: "I call a complete and generous education that which fits a man to perform justly, skillfully, and magnanimously all the offices, both private and public, of peace and war."

These aims surely picture the ideally educated man. With ideal conditions and ideal people such an education would be possible. Since conditions and people are not ideal the problem is how much of man's complete human development shall be the result of intentional educational agencies, how much shall be the result of accidental or incidental agencies. In brief, the question resolves itself to this: For how much is the common school system responsible? And when this problem is settled, the drafting of a course of study

will be an easy matter. Milton's definition is the more practical, but these definitions are the words of theorists—men who had no conception of universal popular education; they wrote for the education of the hundreds, not for the millions; their theories are adapted to the tutor with unlimited time rather than to the public school teacher with limited time.

To turn to the great nations of ancient times we find the same great organic differences in educational policy. In ancient China the textbooks were the nine books of Confucius and the curriculum was arranged to preserve tradition. Any innovation was frowned down. This same condition practically exists today in that country. In India the trivial details incident to the usages of caste-life formed the basis of education. Reading, writing, and arithmetic had a minor place. In Persia, physical and moral education were deemed essential for exemplary citizenship, hence few learned to read and to write. Among the Hebrews a higher intellectual status prevailed. Although the Hebrew ideal of education was to make faithful and obedient servants of God, the people recognized that in order to become such, they must read and write. In ancient Sparta the individual was intended for but one purpose-to serve his country, hence the educational training was physical. There was no effort toward the intellectual. On the other hand, ancient Athens not only worshipped the beautiful in the physical, but also in the intellectual, hence Athens boasted of a broader educational system and a more comprehensive curriculum. Rome resembled Sparta in its educational theory and practice. Neither paid attention to the cultivation of the intellect as such: the utilitarian was the ideal. Thus I might trace through all times and in all nations that an educational curriculum is governed not by universal consent, but by influences prevailing among groups of people.

During the first fifteen centuries of the Christian era, when Christianity struggled for ascendancy education was closely identified with the church. The Bible was the textbook. To protect children from the vices of Pagan influence was the sole aim of education. Yet at nearly all times there were efforts to establish schools on not only a religious, but a higher intellectual basis, and these, as we know, came in course of time. In the sixteenth and seventeenth centuries three tendencies prevailed in education: The theological, the humanistic, and the practical; and reading, writing, and arithmetic soon became part of the curriculum. It was in this time that the philanthropinist or scientific movement as propounded by Comenius first received its impetus as opposed to abstract theological and humanistic education. Another century more fully developed the two tendencies in education—the realistic, emphasizing the study of nature and the humanistic, culture, and these tendencies still remain, although the present century seems likely to develop three leading tendencies in education: Humanistic, for culture: industrial. for commercial life; and technical, for mechanical life. These tendencies have greatly influenced education.

The past decade or two has witnessed a decided remodelling in the curricula of our schools. Humanistic exclusiveness, for better or worse, has gradually given away before the assaults of a realistic and technical influence. Twenty years ago, there was little in our high schools and colleges that was not humanistic in its tendency, but today science, manual training, and what not have equal place with the classics in all reputable educational institutions. Unquestionably, it has brought the schools into closer relation with every-day Whether a high intellectual status will be maintained remains to be seen.

In the lower grades the same revolutionary process is also going on. For a decade or two, Comenius and philanthropinism

have influenced educational thought and practice. "Follow Nature" is their pedagogical slogan. In reference to the curriculum, nature study, they tell us, repreprogressive in educational sents the thought and practice and supplies the essential elements of the so-called new education. They tell us that the new education is a process of life-growth rather than of molding or manufacture; a method of natural training rather than a means of formal information; that its aim is practical and ethical as well as intellectual: that it sets aside authority and gives freedom; that it regards the spontaneous life of the child; that it entails humane and sympathetic treatment of children; that it brings about self-activity as a natural law of education from repression as a practice; that subject-matter, methods, appliances, are secondary to the child and his development; that development proceeds from natural laws by his own activity and the influence of his environment; that the old education is concerned with tradition rather than with the real life of the child: that the old education takes the child from the true and natural environment and creates about him an artificial world, which has no relation to his real life; that the school, the home, play, and work, should be one and harmonious; that the new brings him in closer contact with life and its surroundings; that it restores him to a truer relation and sympathy with his own life; that it brings the school into harmony with other educational influences; that it brings him in contact with living problems and leads him to think, that for all this nature study is the catholicon, the panacea in order to have the real child in school, and that reading, writing, spelling, and number work are repressive to natural growth and should either be deferred to a later time in the child's education, or, at least, that they shall be a sort of tag to the kite.

Under the new order the curriculum must be a matter of caprice. "Nature study," as a contributor in April Education writes, "follows the natural order. What the child touches, sees, hears, becomes the object of his interest and attention. It follows that no set course of study can become mandatory. Outline courses are valuable, but chiefly on account of their suggestions, helpful guidance, and inspiration. The wise teacher will learn from the child and his surroundings what to teach and how to teach."

Of course, much in all this is good, and the agitation will be helpful in obliterating useless ruts. Much, however, is fallacious. As an eminent educator has well said, the enthusiasts are too enthusiastic and the theorists are too theoretical. I think that the time has not yet come to surrender school-room authority nor to uproot the foundation of our school system for either a nature study basis nor for the primary industrial school as exemplified in the School of Education of the University of Chicago, where the endeavor is to impart knowledge solely on the laboratory plan. These phases of work may have a place in the primary schools, but it should not be the whole place. How shall the elementary schools meet these varying interests? How shall the long list of subjects be provided for in the curriculum? It is no difficult task to make a list of twenty or thirty branches now being earnestly pressed for a place in the primary school curriculum. On the surface this looks alarming. It is really not so, however. The difficulty is that many do not measure the relative advantage of the several branches, and would give the unimportant undue prominence. stance, the advocates of nature study, instead of correlating nature study with reading and language, would have all nature study and crowd out the rest. The difficulty, as I see it, is not so much in the array of topics as in the lack of unification and proper co-ordination. The primary school curriculum may, I believe, be arranged under a very few co-ordinate groups in which a major branch forms the gist of each group and minor branches are correlated about this one so that the proportion may be according to relative importance. If, of course, one attempts to have all subjects co-ordinate—of the same value and importance—the primary school problem is a hopelessly intricate one.—Report.

#### STORIES FOR CHILDREN

CAROLINE HURLBUTT

GERMAN legend tells us of an enchanted castle overgrown with flowers, the door of which is opened by the little keyflower. The castle is filled with treasures of gold and precious stones, while on the wall is inscribed the motto, "Take what you will, but be sure you choose the best."

With the world full of Children's Stories, who is wise enough to "choose the best?" "Tell us a story! Tell us a story!" not this plea rung in your ears again and again, at least if you are so fortunate as to be a mother or a primary school teacher? What to tell? That depends much upon the age and character of your little audi-Suppose they are young children, five or six years of age, then perhaps the memories of your own childhood will suggest "What to tell." Did you not have a mother, or a grandmother, who told you at twilight or bedtime around the big armchair, Red-Riding-Hood, Cinderella, Jack and the Bean Stalk? My own recollections of Jack and the Bean Stalk are very delightful. I had a grandmother who, I am sure, was a born story-teller; possessing a flexible voice and a strong dramatic instinct, she made the simplest story a most vivid picture. Again I hear the shrill treble as she described Jack's ascent of the bean stalk; "Hitchety-Hatchet and up I go, Hitchety-Hatchet and up I go!" after Jack has found the treasure in the giant's castle and is about to descend, you remember the dreadful monster appears and the thrilling moment approaches. Jack is hastily hidden in the oven. Will I ever forget the delicious little shivers that chased each other up and down my back as grand-mother's voice descended into the deep chest tones of the old giant as he becomes suspicious of a stranger in his castle. "Fee-fi-fo-fum, I smell the blood of an Englishman!"

It is quite possible that at the outset of his literary career the small child will take matters into his own hands and compel his elders to assume, in the universal love which children entertain for Mother Goose, a proof of the literary dignity and respectability of those familiar compositions. It is reassuring to the denser mature mind to remember that Mother Goose is folklore, and shares the antiquity and popular guarantee of other literature so old as to become anonymous, yet too precious to be forgotten, as Homer and the vast ballad literature. Simple as it seems, it is not to be imitated nor does the child's love for it warrant the inference that jingles and nonsense rhymes for children are easy to compose. Let one but make the attempt and he may find himself in the position of the Ichneumon of the nonsense rhyme:

"There was once an idle Ichneumon Who thought he could learn to play Schumann;

But he found to his pains
It took talent and brains,
And neither possessed this Ichneumon."

After Mother Goose, I think we come naturally to that land which lies "east of the sun, and west of the moon," which has

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a government of its own, and where neither time nor space has value. I mean Fairy-land. No grown people enter here. It is sacred to the child forever. Yet the wise-acres have much to say concerning it. There is a great difference of opinion as to the value of fairy tales.

Kate Douglas Wiggin has let fly some of her keenest shafts of satire at the Gradgrinds who will not accept them upon any basis, whatever. But all admit that there is a necessity of discrimination. A good fairy story not only appeals to the love of the marvellous, but must be told with a simplicity that precludes all doubt of its reality in the mind of the child, no matter how improbable the circumstances to our prosaic minds.

To write a fairy tale one must first be a poet or have the poetic instinct. men and women who know most about children's books tell us that good modern fairy tales are rare, and that many stories masquerade under that title which have no claim to it. Not long ago I read a fairy story written by Beatrice Harraden. Please remember in passing that we teach our children to be kind to animals. Yet in this story in place of rubbing the Aladdin lamp that what one wishes may happen, one must pull the black cat's tail. It is gratifying to reflect that black cats have their own peculiar method of retaliation for such experiments.

In my own experience with children I have found the *true* story has a charm never equalled by the fairy tale, at least with the larger proportion of the children. "Is it true?" is a question that never fails of being asked.

Stories of animals are universally loved by the little people. I had last year in my room a boy of five who was devoted to horses. His father works on the corporation and keeps a team which I am sure are remarkable for nothing save their extreme leanness, their ribs being the most noticeable part of their anatomy, but Lee thought

Snippy and Jimmy the most wonderful horses in the world and never tired talking about them. One day I had been telling the children a story of a beautiful Arabian horse. The climax was reached when the horse, having saved his master's life. dropped dead from exhaustion at the tent door. The story was one after the child's own heart and had been listened to with rapt attention. At the close there was a moment of perfect silence, then Lee, coming speedily back to actual surroundings, piped up, "I'll bet Jimmie can do something that that black horse couldn't do!" I said. "What is it, Lee?" "Well," said he, "Jimmie can lie down and roll up hill." So loyal was the child to his own favorite. I think, a fact well proven that children will sympathize more readily with the ills of a dog or cat, or even the imaginary woes of bird or butterfly, than with any human suffering. You have heard the clever story told by Miss Buckland of a little boy to whom his mother showed a picture of Daniel in the Lions' Den. The child sighed and looked much distressed, whereupon his mother hastened to assure him that Daniel was such a good man that God did not let the lions hurt him. "Oh," replied the little fellow, "I was not thinking of that, but I was afraid that those big lions were going to eat all of him themselves and not give the poor little lion down in the corner any of him."

The most charming animal stories that I know are Kipling's Jungle Books, and Seton Thompson's Wild Animals. Even very young children enjoy these stories if they are told (not read) to them. Take Rik-kitik-kitavi, the heroic little mongoose, a perfect story in plot, in action, subject and execution, and the children, I'm sure, never weary of it. Or the mother Teal so timid and vet so brave, who in spite of her foes found a way to take her little flock from one pond to another across that open country so full of deadly dangers to her ten These stories have quite as fledglings.

much fascination for the grown-ups as for the children.

Indeed, you know it is said that older people can always read with pleasure the best children's books. Observation and experiment with the little people prove that, taken for granted the art of story telling to be in exercise among parents and friends, the world's great stories are most of them possible to children from the first, the capacity for ideas being far in advance of their comprehension of language.

The natural order of progress would be from stories told to stories partly told and partly read and then to reading aloud, the same stories passing through all these stages. I knew of a child who had heard much of the best literature in this way, her mother being an ideal story teller. At last the time came when she was to learn to read. You all know what the first sentences in the average primer are like. "See me. Can you see me?" and so on. Think of it, to the child whose mind had been nourished with Bible stories. Hawthorne's Wonder Book, and others equally interesting! It happened that the first sentence the little girl read below a picture of a man and a dog was this: "Can the man see the dog?" A look of utter disgust passed over the child's face as she said to her mother, "Of course he can. He has eyes, hasn't he?" For some time after this the child positively refused to learn to read, the way thereof having proved so thoroughly uninviting.

If you have ever told stories to children, you have undoubtedly learned this, that it is well to remember the details with which you surrounded your story when first you told it, and hold to them on all other occasions. The children will positively allow you no latitude in this matter. They draw the line absolutely upon all changes.

I have in mind a small boy whose favorite story was, "Going to the Circus." The patient mother had again and again gone through with this imaginary visit to a

The animals were visited always in the same order as at first. Then, when watching the performance in the ring, the girl in blue never failed to ride the white horse, and the one in red must appear upon the prancing black steed. One day in absence of the mother an aunt attempted to amuse the little autocrat. She knew how popular was the circus story, so she began. It was all smooth sailing until they had passed within the magic tent. The child's eyes were shining with happy interest; the poor aunt felt she was on the royal road to favor, but she was speedily disillusioned for she made the awful mistake of first visiting the camels instead of the elephants. Being instantly set right in this matter, she went on and with some assistance reached the point where the horseback riders came in. Alas! the red girl was on the white horse. Human endurance would bear no more. In tones of withering contempt, the uncompromising little critic exclaimed, "You've never been to a circus!" and promptly left the aunt to her reflections upon the uncertain favor of princes.

In many respects, poetry is better suited to children than prose. Even for very voung children the language limitation is in poetry compensated by the swing of the measure, the rhythm, which accounts for the charm often found in passages really incomprehensible to them. But more than this appeal to the ear, poets, the best of them, know how to tell a story in a direct and forceful way, besides having, as Wordsworth and Stevenson, a soul for certain simplicities and natural affinities which children keenly feel. And if to the charm of the poem itself can be added singing or appreciative recitation, I think the child's love of poetry will become so fixed it will be a source of strength and pleasure to him throughout his life.

There are so many sides to this theme of the child's story that it is not possible within the limits of your patience to touch lightly upon all of them.

We are told by the wise ones that the responsibility of parents and teachers in guiding the uncertain little feet in the ways of literature is a grave one. Kate Douglas Wiggin says we must first have a knowledge of child nature and then a knowledge of what really is literature. After these, all things are possible. But when the last word has been spoken, we will not forget that the child himself, the one really new

thing in this old world, is greater than the learning of all the books. The one who has been called the children's poet has written these beautiful words to the children, who were ever his supreme delight,—

"Ye are better than all the ballads That ever were sung or said; For ye are living poems, And all the rest are dead."

#### A FEW REASONS FOR TEACHING ZOOLOGY IN ELEMENTARY SCHOOLS

F. W. STREET

E XPERIMENT stations all over the land are constantly at work trying to find remedies for the insect and plant pests which every year menace our crops. Their work is never at an end, for as soon as one enemy is destroyed, dozens come to take their place from neighboring and foreign countries. Washington, alas, cannot legislate against insect emigrants. Numbers of bulletins have been issued by the experiment stations giving out methods of spraying to kill insect pests. The poisons which make up the spray are quite expensive and also the machine for throwing it, and in many cases these poisons are powerless to kill the insects, as a large class which suck the sap from the tender plants, bury their long beaks into the leaf or stem so that the poison on the surface does them little harm. Scale insects are completely protected by a tortoise-shell-like covering.

What is to be done with insects which cannot be killed by poisons? If we look at nature in the uncultivated state we find that all living creatures are kept within certain bounds; it is rare that one species is allowed to go in and possess the land. This is accomplished by one species feeding upon another; there is always a cannibal ready to devour a vegetarian. Civilization has upset this balance of the species and so our country is devastated in turn by locusts,

army worms, tobacco worms, plant lice, etc. We must restore this balance of the species by teaching the children, and through them the grown folks which insects are cannibals, and which vegetarians, protecting the former and killing the latter. The legislature of California has passed a law compelling every teacher to teach the life history of the little lady beetle, and the wonderful service it renders the state by destroying the scale insects on the fruit These little beetles have saved the state thousands upon thousands of dollars and not a child would kill one as he knows a large fruit crop depends upon them. One of the students of the zoology class at the Flushing High School told me that while digging up bulbs from his garden this fall, he found numbers of lady bugs wintering around their roots, which he carefully covered up so they would come out next spring and kill the plant lice on his rose bushes. If he had never studied zoology. he would have killed them, or left them exposed to die.

Last fall many of the most beautiful trees in Flushing were almost leafless because they were alive with the Tussock moth caterpillars which feed upon the leaves. Spraying does not touch them, and they are too scattered to be burned; the only sure method of extermination is to destroy the eggs. The wingless female lays about one thousand in a mass, covered by a frothy, mucilaginous substance which protects them during the winter. The trees, fences, houses of Flushing were covered last fall, by these egg masses: if they had been left to hatch out next spring, scarcely a leaf could have reached maturity. The teachers of Flushing told their children the story of the eggs masses, and asked them to collect them and so save our trees. They went to work eagerly, and one grade alone collected sixteen thousand masses, which means that we will have sixteen million less caterpillars next spring.

Many of our finest forest and fruit trees become leafless and die when they are apparently free from insects, but when the trunk is examined near the ground there are often seen little piles of saw dust. These indicate that the trunk is riddled with grublike larvae which are boring their way through and through the wood, and thus sapping the life of the tree. There are a number of insects which tap trees, just as a woodpecker does, and finding these grubs, deposits eggs upon them, which hatch, feed upon the grubs and thus destroy them. These friends are easily recognized by the long sharp instrument at the end of the body for boring into the wood and every child can be taught to know them.

There is a peculiar inhabitant of North Carolina sometimes called the Devil's Riding Horse, and sometimes Praying Mantis, which is worth more than its weight in This insect was imported from Europe, and curiously enough, although it has inhabited Europe, Asia, and Africa, for centuries, it has only recently obtained a foothold in America. We are probably indebted to the nurserymen for bringing it This large, slender, ungainly insect might easily escape one's notice, for it often remains practically motionless for hours, and its peculiar attitude and shape, with the fact that some of the specimens are light brown in color while others are apple green,

causes them to closely resemble the branches among the leaves of which they are patiently waiting for their prey. Comstock says, "They are pious looking fellows, with their front legs clasped together in front of their meek, alert, facesbut the only prayer that could ever enter the mind of a Mantis would be that some unwary insect might come near enough for him to grasp it with his hypocritical claws and so get a meal." Its food consists almost entirely of injurious insects, and as it has a most voracious appetite we can readily see that our farmers and fruit growers need the help of every praying mantis to aid them in their warfare against these insects. Therefore let them receive our protection and thoughtful consideration, and if they are not natural to our district. we can send to Mr. Slingerland, at Cornell Experiment Station, and get eggs and rear them.

Cornell Bulletin 93, tells of an insect, the Cigar-Case-Bearer, which in western New York has proved to be one of our serious pests of the apple orchard, it may be responsible for the high price of apples this winter. The little orange yellow caterpillars are both miners and tailors, they cut a piece of leaf the size of their bodies, which they fasten around themselves with bands of silk, thus protected, they eat minute round holes scarcely larger than a pin in the buds, later the leaves are attacked when the insects are most numerous. Often so much of the finer tissue of the leaf is eaten out that the whole leaf turns brown and dies. Their work is easily recognized, while the worker is safely hidden in his case. A kerosene emulsion spray may kill the caterpillar in the spring, but if allowed to remain until they have donned their winter suit, they must be picked off like the Tussock moth eggs.

These few cases will make us readily see that a knowledge of the forms and habits of insects is of the greatest economical value, and looked at only from this point of view, every child should at least be taught to know the habits of the animals of his own district. What a mammoth work children could accomplish simply in collecting and destroying eggs of harmful insects, and in protecting the beneficial ones. The collecting instinct is inherent in all children, witness the stamp, button, marble collecting craze which at different ages takes possession of them. There is little educational value in mere collecting, it is simply an outlet for superfluous energy. If this activity be directed, if for example the children collect insects and separate them into harmful and beneficial, those which feed upon the potato, apple, squash, plant lice, catterpillars, etc., etc., the powers of observation, comparison, systematism will be developed without drudgery on the part of either teacher or children.

The successful man of to-day is the one who brings all the science he can to aid him in understanding the forces of nature. When shall we begin to give this scientific training to our children, this power which in time will subdue the earth? The child begins his scientific training when he learns from experience that fire burns. Then why should we delay, fail to assist him until he has almost reached years of maturity? Why not continue without interruption the work the child begins? Then which of the sciences is best adapted to this purpose? Surely the one which will appeal to his five senses, and give him the keenest delight in using them. Life, the living world around him in all its glory must be employed to develop the growing mind. Children love to play out of doors, but how few really see the things about them. Did vou ever ask a child what flowers or trees he had seen while walking home from school? My experience has been that most children are naturally very poor observers, but if their attention be directed, if they are taught to see a few things, they seem to develop a new sense of sight which quickly outstrips your own. Take a child

who has been taught to observe as he walks. he will find the most fascinating creatures tucked away in the tiniest holes, a new world is opened to him which is more interesting than fairy tales.

Our children of to-day have somany toys,

books, amusements, that their minds jump from subject to subject, with lightning rapidity, which if not curbed and sobered, will produce a versatile but shallow race. The study of the habits of animals gives repose of body and concentration of mind. Animals will take their own time to do their work, we cannot show the slightest sign of impatience lest we make them stop. watch the birds build their nests, feed their young, we must keep perfectly quiet and look very closely. The spider is most deliberate in making her web, but the child must see how she does it even if it takes hours, and so in a few hours the spider has done more to develop the child's brain than many weary hours of memorizing facts about the Zulus in Africa or the big broad wall around China. But the sense of sight is not alone developed in the study of Zoology, the child will touch, draw, paint, model these living toys, write about them, and so develop a sense of form, color and word expression. Above all the study of Zoology will put the child in loving sympathy with the world around him and make him feel the kinship of all created beings and his own responsibility towards those beings.

#### THOUGHTS FOR CHARACTER BUILDING

Goodness outranks even uprightness.

Self-knowledge must not be confused with self-conceit.

The true education develops the head, the heart, and the hand.

Half the blunders of humanity come from not knowing oneself.

Subject for Character Study-Daniel Webster.

-W. A. Smith.



#### SOME WAYS OF OUESTIONING

MANY a teacher, who wants to do good teaching, fails because he questions without raising any thought or effort in the pupil. In a school lately visited, the history class came up; they had been studying American history, about the time of Arnold's treason. "Arnold was in command at West Point, was he?" "Yes, sir." "And he had been in communication with Sir Henry Clinton?" "Yes, sir," and so Evidently the habit was firmly fas-The teacher was a conscientious, tened. painstaking man; he had studied his lessons with care; he was one depended on at a gathering of teachers if any point was to be eludicated.

In a certain school where there were seven teachers employed one was called, "What-do-you-understand?" This was a nickname applied to him because he used the phrase so much in his classes. I visited his classroom; he read a definition of a participle and then said, "What do you understand by that, Mary?" A definition of an adjunct sentence was read by a pupil—"What do you understand by that?" followed. If you get into the habit of saying, "What do you understand by——?" determine to give it up; while it may be useful at times, the probability is that it is employed aimlessly.

And here a great fault in questioning is revealed—it is aimless. Visit a law court and notice the care with which the trained lawyer asks questions. To question aright is difficult; it is one of the nice points. But the teacher too often begins to question without seeing the point himself. Time is an important element; let not the pupil's time be wasted while the teacher meanders all around the subject before the class; let the teacher aim straight at the bull's eye.

I visited a school where there was an alert class gazing eagerly into the eyes of the teacher. I sat quietly down so as not to interrupt. The teacher said, "The boys

are daring me to ask them questions," and went on. A boy was told to stand and the rest pitched into him—the subject was percentage. The first one asked five questions; then another asked five, and so on. When this boy was beaten, another rose eager to be tried. The questions came short, sharp and quick; and he went down, but rose again, for the teacher interposed, "That's a good answer," and stood it through. He seemed to feel like one who had run a race.

In the recitation time the pupil and teacher are face to face; then is the time the teacher can do his pupils good if he is going to do it at all. The pupil should feel that there is to be an encounter of wits; he should (in a right sense) dread what is coming—dread it as the boy with the bat dreads the coming of the swift baseball, but determined to summon up his energies and meet it. He should feel that there is to be something to be said and done that is worthy, stimulating, and exhilarating.

In one school there was a Scotch teacher, who had nearly fifty pupils; he was not a model teacher, but he might have been if he had left off his smoking and some other things. As a questioner, as one who could pry into the pupil's possessions, who could discover weak points, who could uncover irrational conclusions, he had no superior. His recitation period used to resemble the hunting of a rat that had escaped. Teacher and class would start off after some truth (generally the grand scrimmage would occur in grammar) and soon they would all be on the run. "It's an adverb, you say; will you stick to that now? What is an adverb? And how many classes? And what do you make this? Time, eh? Oh, boys, he says this is a time adverb. You won't give up on that? What would you say if Jenny should tell you it is an adjective?" All this in an excited way that wrought the class up to the highest pitch. And when it was over and some pupil would say, "Mr. Mc---, which is it, an

adverb or an adjective?" he would reply, "I must be a poor teacher if my pupils cannot tell turnips from pumpkins," and this was all the answer they would get.

How can one become a good questioner? It is not accomplished by waiting until the class comes before the teacher. Does any one suppose a good lawyer waits until the case is called to put his questions? He has formed them all in his mind, or the important ones, before the trial. So it must be with the teacher. Joseph Payne used to say before the College of Preceptors, "Write out the questions you will ask your pupils and look at them." It is the true prescription.

The teacher will find, if he watches himself, that he is at this time probably in a rut; his pupils know just what questions he will ask them; they have discerned and read him. Let him determine to surprise them.—Southwest School Journal.

### SOME GOOD THOUGHTS ON SPELLING FROM MAYNE'S SIGHT SPELLER

Notwithstanding the assertion made by one of our prominent educators that the boy in the high school who is accused of being a poor speller should regard the accusation as a compliment rather than a disgrace, the great body of English-speaking people feel that accuracy in the use of the mother-tongue in orthography, as well as in composition, is one of the marks of even a fair education.

The problem of how to make good spellers is a very present one for the teachers in the schools. A few years ago it was thought by a number of prominent educators that it would be best to do away with the spelling-book and teach spelling incidentally in connection with the regular school subjects. In the schools where this plan, or rather lack of plan, was tried it was soon found that the pupils regarded

spelling merely as incidental, attaching little importance to it. Systematic use of unpedagogic spellers now on the market is far better than this haphazard instruction given without a text.

During the past few years the subject of spelling has received increasing attention from educators and philologists, investigations having revealed facts that can not help being of great value in making good spellers. These investigations of thousands of children in Germany, in Philadelphia, Chicago, and many of the important cities of Wisconsin, have shown with a reasonable degree of certainty the following facts:

- I. In learning to spell, school children are largely "eyeminded;" that is, they obtain their percepts of the order of the letters in words by seeing the words in print or in script.
- 2. The ease of obtaining the percepts and the ability to reproduce them with accuracy are aided by studying the words in the form in which they usually appear in print or script, unmodified by separation into syllables or the application of diacritical markings.
- 3. Good spelling is aided greatly by writing, and, to a less extent, by naming the letters aloud in order. The careful pronunciation of the words by the pupil has been found to be a great aid in correct spelling.
- 4. Very much better results have been obtained when attention was called to certain words of difficult orthography or when something of interest, either in pronunciation or meaning, was given with reference to the words.—Wisconsin Journal of Education.

#### CHIMES

If only the ear catch the soft tones that weather Our doubts and our fears, then for ever and ever The last chiming bells of each dying year Will ring out the gloom, and ring in the cheer.

Minnie E. Hays.



#### EIGHTH GRADE COMPOSITION

WALTER LEFFERTS

THE eighth grade composition should be, in a sense, the flower of the whole elementary training of the pupil. It represents the individuality of the pupil and his status of attainment. "Show me what you write, and I will tell you what you are" might be a truthful version of the old saying.

The composition work admits of being graded in progressiveness even in the highest grammar grade. There is a standard to be reached, not above the capability of the average pupil; but we must work toward it me step at a time and be sure that the class as a whole takes these steps.

The first requirement of good composition is mechanical accuracy. It is almost unnecessary to say that a pupil should spell correctly, write plainly and head his paper properly. Yet how many pupils of the seventh grade would produce even a short composition which could entirely satisfy these three requirements. Vigilance is needed on the part of the eighth grade teacher also. The teacher should so impress upon the delinquents the need for improvement that each succeeding production should show an advance upon its predecessor. Penmanship exercises, spelling lessons, dictations, all contribute toward this Without mechanical accuracy no paper should be accepted. It might be well to criticise the first set of compositions purely on this ground, and quality rather than quantity may be insisted upon till neat and correct composition work becomes second nature.

True training in composition may now begin, and unity of purpose and logical sequence of thought be desired. The subjects selected for composition should be neither too large nor too small in scope, and the pupil ought not to introduce any thoughts which do not bear directly on the title. Coherence of thought is harder to

reach, and many lessons will need to be given along this line. Few pupils naturally understand the art of paragraphing an essay, and fewer still connect their paragraphs in thought.

Topical outlines are indispensable in this work. The subject of the class composition ought generally to be selected by the teacher. A schedule of topics may be prepared, at home or in school, some time before the composition is to be written. The pupils may read their outlines aloud, to be judged by the teacher, and each pupil may then re-arrange his list or add to it. When the composition is written, each topic becomes the subject of a paragraph. Pupils will soon learn not to set down topics which are too unimportant to furnish a good paragraph. Until the pupils gain some experience in paragraphing, it sometimes helps their judgment to have the name of the topic written in the margin of the paper opposite the paragraph.

Even after the class can paragraph well, there is danger that the compositions will be jerky in style, without connection between the paragraphs. True coherence is hard to get, but some approach to it may be made by having the pupil mention, in a few words at the beginning of each paragraph, the link of thought with the section which preceded.

But how shall we reach with our pupils the soul of composition, that is, good literary expression? Here we must not expect too much. Children can scarcely write like masters of style. If they write naturally and freely, as though they were actually speaking, it is all we need wish. This of course presupposes that the teacher will have eradicated glaring slips in grammar and will have enlarged the pupil's vocabularv. In the reading lessons and in criticising compositions before the class, the teacher may call attention to occasional graceful turns of expression or apt description, or ask the class to correct inelegant sentences that occur in their productions.

If our pupils can be made to realize that composition is not a haphazard performance, but a work of care and skill, they will take pleasure in accomplishing the various steps, and can in some measure judge of their own advancement.—The Teacher.

#### THE DIARY OF A CHICKEN

First Day.

I'm in a shell. I don't know how I got in, but I think I'll pick my way out.

#### Second Day.

I'm out. I picked. I don't see how that shell held me. I was too big for it.

#### Third Day.

I have a mother. She is named hen. I thought at first it was feathers, but it turned out to be mother. Wasn't that queer?

#### Fourth Day.

This is the greatest day of my life. I found a worm. I found it all myself. Mother clucked and told me when to look, but I did my own scratching.

#### Fifth Day.

It is fine to get up high and see the world. I got on mother's back, and I could see everything. I suppose there are not many chickens as smart as I am.

#### Sixth Day.

I don't like that giant named "Little Girl," that brings our meal; the meal is very nice, but a big giant like that is in the way. She takes up too much room.

#### Seventh Day.

I want to leave mother and go out in the world and be a big hen. I know more than she does now, that is, in the daytime; but when night comes and mother says "Cluck!" I feel just as though I would like better to be under her warm wing. Peep!—Josiah F. Crowell, in Youth's Companion.

#### COMMEND YOUR PUPILS

As a rule, children have very little selfconfidence. Where we find one child who over-estimates his natural ability for school work, we find a hundred who under-estimate theirs; and any device on the part of the teacher which has a tendency to increase the pupil's good opinion of himself should be used. I find commendation accomplishes more in the way of cultivating a pupil's self-confidence than any other means. On the contrary, fault-finding destroys the spirit of pride, especially in a timid child, and during the recitation keeps him in such constant terror of making a mistake that he refuses to give an opinion on topics of which he has a fair knowledge.

The art that enables a teacher to draw out a pupil on any subject, thus gaining access to his childish views, is one desired by all but possessed by few. We may, however, by close observation and unlimited patience, bring ourselves in perfect sympathy with the child. Then, instead of condemning his faults, our desire is to help him overcome them; and the more congeniality there exists between teacher and pupil, the more readily is assistance offered by the one and received by the other. Would it increase your respect for the superintendent or principal to have him say to you, "Miss C., your work is unsatisfactory, and unless it is greatly changed your connection with this school will be discontinued;" or, "Miss D., I found great disorder in your room yesterday; we must see a vast improvement if you expect to remain with us." Such an open rebuke from a superintendent to a delinquent teacher is almost unthinkable; and vet how many teachers are unmindful of the sensitive little ones in their charge, and think nothing of berating them for the slightest Such fault-finding tends to produce a feeling of antagonism which is detrimental, if not fatal, to the success of the teacher.—Texas School Journal.

#### **OUTLINES IN ENGLISH LITERATURE**

#### MILTON'S COMUS

#### ELMER JAMES BAILEY, UTICA, N. Y.

#### A. OUTLINE.

- I. The speech of the Attendant Spirit.
  - I. Introduction.
    - (1.) His heavenly home and com-
    - panions. (I-II)
      (2.) The mortal beings whom he assists. (12-17)
    - 2. The present task of the spirit.

      - (1.) The realm of Neptune. (18-27)(2.) The rule of England and Wales.
        - a. The general government. (27-29) b. The special government of
          - Wales.
            - (a.) The noble Peer. (30-33)
              (b.) His children and their danger. (34-45)
      - (3.) Comus.

        - a. His parentage.
          (a.) Bacchus. (46-50)
          (b.) Circe. (50-53)
      - b. His birth and early life. (54-61)
        c. His magic power. (62-77)
        (4.) The special mission of the Spirit.
      - - a. Jove's mandate. (78-82) b. The Spirit's disguise. (83-92)
- II. The speech of Comus.i. Comus and his companions. (Stage direction.)
  - 2. His speech.
    - (1.) Description of evening. (93-101)
    - (2.) His invitation to pleasure.
      - a. Lawless joy. (102-110) b. The dance. (111-121)
        - c. The orgies of the night.
    - (122-144) (3.) The preparation for the Lady's entrance.
      - a. The commands to the followers. (145-150)
      - b. The magic spells. (151-167) c. Comus' withdrawal. (168-169)
- III. The speech of the Lady.
  - I. Her unprotected condition.
    (I.) The attraction to the spot. (170-181)
    - (2.) The brothers' absence. (182-200)

  - Her confidence and hope.
     (1.) Fears and trust. (201-225)
     (2.) Her call to her brothers. (226-243)
- IV. The first conversation of Comus and the Lady.
  - 1. The admiration of Comus. (244-264)
  - 2. The conversation.
    - (1.) Compliment and reply. (265-276)

    - (2.) Causes of the Lady's song.

      a. Darkness. (277, 278)

      b. The absent brothers. (279-290)

      (3.) Comus' knowledge and courtesy. a. Comus' description of
      - brothers. (291-304)
        b. His seeming kindness. (304-321)
        c. The Lady's acceptance. (322-330)

- V. The conversation of the two brothers.
  - I. The wish for guiding help. (331-349)
  - 2. Fears and confidence for the Lady.
    - (1.) Apprehension for her peace of mind.

      a. The anxiety of the younger
      - brother. (351-358)
        b. The confidence of the elder brother.
        - (a.) The uselessness of worry.
        - (359-366) (b.) The sister's stable mind. (367-386)
      - c. The younger brother's conviction. (387-392)
    - (2.) The possible dangers from without.

      a. The danger of unprotected beauty. (393-413)
      - b. The hidden strength of the Lady. (a.) The power of virtue.
        - (414-437) (b.) The teachings of the
      - Greeks. (438-452)
        (c.) Virtue's help from heaven.
        - (453-463) (d.) The power of evil over the soul. (464-475)
      - c. The younger brother's renewed confidence. (476-480)
  - 3. The approaching sounds. (480-489)
- VI. The conversation of the Attendant Spirit and the brothers.

  - Meeting and recognition. (490-496)
     Question and answer. (497-510)
     The dangers of the Lady.

     Thyrsis' story of Comus.
    - - a. Comus' birth and ways. (511-539) b. His revelry. (540-554)

      - c. His meeting with the Lady.
    - (555-580) (2.) The fear of the younger brother. (581-584)
    - (3.) The confidence of the elder brother. a. His unshaken belief in goodness. (584-599)
    - b. His courage. (599-609)
      (4.) The warning of the Spirit.
      - a. The uselessness of weapons. (609-615)
        - b. Charms against Comus. (615-
        - c. The method of attack. (650-658)
- VII. The second conversation of Comus and the Lady.
  - 1. The scene and the characters. (Stage direction.)
  - 2. The first exhibition of Comus' power. (659-665)

  - 3. The dispute.
    (1.) The cordial and its promised effect. (665-690)
    - (2.) The scornful refusal. (690-705)

(3.) The philosophy of Comus.

a. The teaching of Nature's bountifulness. (706-720)

b. The foolishness of temperance.

(720-736)

c. The real use of beauty. (737-755)

(4.) The refutation of this philosophy.
a. The proper use of Nature's

bountifulness. (756-776) b. The thanklessness of gluttony.

(776-780) c. The uselessness of the discus-

sion. (780-799) d. The conviction of Comus. (800-

805) (5.) Comus' final appeal. (805-813)

VIII. The charmed Lady and her release.

1. The struggle and the motionless Lady. (Stage direction and 814-819)

2. The power of Sabrina.
(1.) The Story of the Nymph. (820-842)

(2.) Her kindly nature. (843-857) (3.) Invocation and reply. (857-909) (4.) The disenchantment. (910-921) (5.) The song of gratitude. (922-937)

#### IX. The restoration.

1. The departure from the woods. (938-957)

2. The presentation.

(1.) The scene. (Stage direction.)
(2.) The dismissal. (958-965)
(3.) The united family. (966-975)

X. The epilogue.

I. The beauties of heaven. (976-1011)

The departure of the Spirit. (1012-1017)

2. The departure of the Spirit. (1012-3. The power of virtue. (1018-1024)

#### B. QUESTIONS AND TOPICS.

I. Show that the theme of the masque is presented in last paragraph of the epilogue. (Lines 1018-1024.)

2. Collect all the passages referring to the Earl

of Bridgewater and his household.

3. What various points are made by the elder brother in developing his system of philosphy?

4. Show how the Lady refutes the philosophy

of Comus point by point.

5. Tell the story of Sabrina. Who is the poet from whom Milton draws the story and what name is given to him in the masque?

6. What is a masque? How does it differ

from the true drama? Comment on the use of scenery and costume in "Comus."

7. Make a list of all the mythological terms and explain them. Especially important are those of lines 18-20, 46-53, 83, 230-237, 253-259, 393-397, 441-452, 636-637, 661-665, 675-677, 922-923, 981-

8. Make a study of the versification of the poem noticing the striking changes at various places. Scan lines 11, 24, 37, 212, 217, 376, 421,

9. Make a study of the figures found in the poem. Especially important are those in lines 138-142, 188-190, 251, 375-380, 393-397, 477, 495.

10. Explain the meaning of lines 11, 13, 60, 501, 547, 706-708.

#### PLAIN TALKS ON FREE HAND PER-SPECTIVE

THEODORE C. HAILES, DRAWING MASTER, ALBANY, N. Y., PUBLIC SCHOOLS

#### Number IV

THE best way to learn how to draw is to draw and draw, and then draw some more, and keep on drawing. A good teacher can help a lot, but one can learn how to draw without a teacher. Now in order to encourage voluntary work in drawing I have assisted in organizing an "art club" in nearly every school under my charge. In one large school I have succeeded in organizing three good sized clubs.

This is the way I did it. I had a nice talk with the scholars and among other things. I told them how necessary it was to work willingly and lovingly if they would know how to draw. I admitted that some people had what is called a talent for the work, but I insisted that all could learn to draw well if they would only work systematically and steadily. I told them that they could not learn how to draw without work, any more than they could learn how to play a musical instrument or to skate or ride a bicycle or swim or anything else without time and labor. I told them that the little time spent on the study during school hours was not sufficient and that it would be necessary to devote more time in order to accomplish good results. All admitted that they would like to know how to draw and many agreed if I would direct them, that they would give me more time. Then I proposed that they organize and form a club for the advancement of drawing. I told them just what to do and they did it.

They elected a president, secretary and treasurer. I am the official critic of every club, so they have four officers. Then with the help of the teacher they drew up a constitution and by-laws and then followed signatures. The constitution reads something like the following:

"We, the undersigned, pupils and teachers of Public School No. ..., City of Albany, N. Y., do hereby solemnly pledge ourselves on our honor, to spend not less than ten minutes every day for one year, out of school, drawing as we may be directed by the critic. We also pledge ourselves to bring our drawings every day to school and deposit them in a receptacle provided for that purpose."

Just as soon as the clubs were organized the secretary notified me by mail and in each case I replied with the following:

Secretary of Art Club.

I congratulate your club on its organization and wish you unbounded enthusiasm and success. Stick to your pledges and let not a single day escape you without its quota of work.

Provide a clean soap or cracker-box. Nail on the cover and cut a slit through the top through which the drawings are to be thrust daily by each member. All drawings must be signed and dated before depositing. Drawings should be made on plain, unglazed paper, not less than 5" x 7" and only one side used.

All drawings must be made directly from the object. No copies are permitted. All work must be absolutely freehand. Use a soft pencil with a blunt point.

Every drawing must contain the element of perspective.

Until further orders all work must be executed with pencil and only lines used. Draw from the following manufactured objects based on cube, prism, cylinder, sphere and hemi-sphere—e. g. bricks, boxes, books, cans, pails, jars, cups, saucers, lamp-shades, etc., etc.

Let the work be large and free. Throw nothing away, but deposit every effort. Outside advice is permitted, but every line must be drawn by the person who signs the exercise.

This communication is to be read to the club, after which the pledge immediately becomes operative.

By order of Critic, THEO. C. HAILES.

In every instance the teachers have joined the club and often the principal signs. Teachers cannot become officers.

Many of our citizens have applied for membership and we have decided to admit them. They will mail their work daily to the secretary of the club to which they are assigned.

I expect to accomplish great results with this idea, because the work is steady, systematic and voluntary. From time to time I shall inspect the work and offer criticisms and suggestions. In the spring we shall do outside work from nature. Later on I will tell how we progress and show some specimens.

#### SOME POINTERS ON TEACHING

CHARLES A. SHAVER

Use maps freely.

Never get the words "rotation" and "revolution" mixed.

Name continents in order of their size. Do same with oceans.

Strive to increase the vocabulary of the child through skillful word analysis.

We ought to begin by teaching things just as they are so that they will never have to be untaught.

'It's like taking a heavy truck horse and training him for the race track, to send some boys to college.

Don't tell your boys and girls that the revolution of the earth causes the change of seasons. Say it's one of the causes.

Many teachers go nearly insane in trying to get certain apparatus. When they get it, they don't use it, i. e., the globe.

We are told to teach our pupils to think. I've never seen a pupil yet who could think if he had no facts upon which he could set his thinkers at work.

#### Best to Be Found

There's never a rose in all the world
But makes some green spray sweeter;
There's never a wind in all the sky
But makes some birdwing fleeter;

There's never a star but brings to heaven Some silver radiance tender;

And never a rosy cloud but helps To crown the sunset splendor;

No robin but may thrill some heart, His dawn-like gladness voicing; God gives us all some small sweet way To set the world rejoicing.

In teaching arithmetic the aim should be to teach pupils to add columns of figures correctly and rapidly. Teachers should study business methods and instruct pupils to solve ordinary problems in real life and do a large portion of it mentally.—Henry R, Sanford.

THE thing we are pleased to call the American Rugby is one of the most singular examples of mortal fatuity ever known. The ball itself has not as yet been eliminated from the game, but there is no sane excuse for its presence; the real object of the kicker is not the ball but his adversary's stomach or teeth.—Julian Hawthorne.

We commonly suppose that the school is responsible for the education of children, but a moment's reflection will show that the school is not entirely responsible. The school has the children only one-fifth of the time, the home and the street has the children the other four-fifths. If it is true that every involuntary act is part of our education then Tom has more teachers out of the school than in it. The difference is that the school exists for education alone

and must bear its share of responsibility.—
Samuel J. Preston.

THE province of the school should be made to include: I, study of nature, in the woods and fields, if possible, but also in large and attractive playgrounds; 2, study of man, as in history; 3, study of God, as in ethics and in the teachings of experience. At present, no doubt, the curriculum is overcrowded, in part by pressure of specialties within the ranks of teachers, and in part by legislative enactment from without. One of the great disadvantages in present tendencies is that to extravagance in the expenditures attending graduation.—Exchange.

"JIMMY," said the teacher, "what's a cape?"

"A cape is land extending into the water."

"Correct. William, define a gulf."

"A gulf is water extending into the land."

"Good. Christopher," to a small, eager-looking boy, "can you tell us what is a mountain?"

Christopher shot up from his seat so suddenly as to startle the visitor, and promptly responded: "A mountain is land extending into the air."—Youth's Companion.

School work is an opportunity to cooperate in making men and women. It is a call to give one's self in season and out of season to the building of character; to an immortality that lives and kindles in other lives; to realize what the poet said of a much traveled person of old, "I am part of all I have met." We have a right to insist upon a high intellectual qualification of the teacher. She ought to know vastly more of her subjects than the little contained in the text book. She is to clothe the dry bones of fact with life and color and enthusiasm.—Nebraska Teacher.

How MUCH wiser is that teacher who teaches the thing rather than the word—who finds the kernel rather than the shell—than he who deals in ethical abstractions, puzzling the child with meaningless words and figures and phrases. What is taught the pupil when you tell him that a stalactite is an elongated, pendulous, icicle-like formation often found suspended from the roof of a cave? Let him follow a guide into a cave and strike his head against one and hear the guide say, "Be careful, that's a stalactite!" he'll need no review lesson on the definition of this word.—Southern Educational Journal.

TALKS IN HISTORY.—I have tried this plan in my history class: Write a story outline of the lesson on the board, leaving blanks to be filled by the pupils. Have each child copy this and hand it in as a written lesson. Then to vary the exercise, call on the pupils in class to fill in the blanks. My class take great interest in this mode of hearing the lesson, and I always get better results from it than by asking questions from the book. I think it best never to ask questions laid down in the book until after the teacher and pupils have talked about the subject in a free and easy manner.-Elsie M. Stokes in Oregon Teachers' Monthly.

A GOOD TEACHER will make a class or recitation in any subject, be it Greek, Hebrew, Latin, grammar, arithmetic, or what not, as interesting as a foot-ball game. This can be demonstrated, and is being demonstrated by great and growing numbers of good teachers. Teachers and patrons who do not know this should be ar-

rested and sentenced to visit a good school for one day. Therefore, in advocating the introduction of manual training into the schools, or high school, I shall not advocate it as a panacea for all the ills the school body is heir to, but simply as one of the factors in the development of the pupils. But, after all is said for it that can be said, it will have no more efficacy than any other branch unless good teachers are employed to give it pith and point.—Ohio Teacher.

It is sometimes a difficult matter for the teacher to understand the complaint of the He should remember, however, that the child of the home is a precious being and it would be an unnatural parent who would not defend his own child. Above all it is not a time for the teacher to get angry even though the parent may come to him in an unhappy mood. Here is where that element tact, which has so much to do with the success or failure of a teacher, plays such an important part. Keep calm and cool yourself and when the complaining father or mother is in the same mood, reason with him or her, explain politely but firmly the conduct of the child, express your interest in the little one. and in ninety-nine cases out of a hundred you will avert what might easily become a serious affair.-Wisconsin Journal of Education.

More ethical teaching is the crying need. This conclusion is settling down over the whole country; it is in the air. It is borne on the election returns from every quarter, read in many of our court decisions, heard from every platform and pulpit, sown everywhere by the mighty daily press. Teachers of the boys and girls of this great State, let us catch the spirit and get the truth of the message into our lives, our schools and our teaching. The teaching of Ethics in school is imperative, but in order that it may not be an insipid filtrate

through a weak humanity, teachers must be strong in character and in personality. Teachers, you have the moral interests of the next generation in your hands. Think of the possibility that the boys and girls may be meaner when they leave school than when they entered. Time should be taken and teachers prepared to teach honesty, truthfulness, integrity, duty and patriotism.—
Supt. M. E. Pearson, Kansas City.

QUOTATION EXERCISES.—One form of opening exercise which my pupils have found very interesting as well as instructive is in giving quotations, as follows: A pupil called upon to give a quotation rises and repeats it, then names another pupil, who rises and names the author of the quotation. Another is then called. In case the one named fails to tell the author of the quotation it falls to the giver to do so, and the one who fails pays the forfeit of repeating a quotation, the author of which may be unknown. This last provision allows the giving of many fine selections otherwise unused. When the teacher plays as one of them the pupils are pleased, and her quotations, carefully selected, are particularly One result of this game is the active interest which children will take in finding choice new passages. Another result is the memory training and the influence which such gems have on their young minds.-Henrietta Steage.

LETTER WRITING.—The exercises in letter writing given in language books are often stilted and unnatural and require a child to express, instead of his own thoughts, those of a person in some other situation or condition, often quite foreign to his experience. Natural and easy letters will result when the children are at home with their subject. In a class of forty, some one is nearly always absent on account of illness. We always write to these pupils. We tell them every bit of pleasant

school news that we can remember, about lessons, visitors, examinations, attendance, and any little event of the day. That they may not be too monotonous reading, each writer adds a bit of his own personal experience or adventure. Then a proud boy is selected as mail carrier. There are several ethical lessons connected with this exercise. We must always send kind messages, be thoughtful for sick people, and not mention unpleasant things; we must remember that our mail carrier should be too honorable to even glance at the letters entrusted to him. Loyalty and sympathy are also developed in this way.—Educational Review.

No DUTY is plainer or greater than that of keeping our colleges free from the taint of commercial spirit. It was Goliath's spirit that made Goliath's sword an unholy weapon. When David took it he made it a weapon of righteousness. It is the taint of the commercial spirit, the spirit that puts outward success before everything else. that we are to keep out of our colleges. It may be a wise dispensation of Providence that keeps professors on meagre salaries. At all events they are the least worldly of men, and so long as the faculty dominates the life of an institution there is little danger But in recent vears the of corruption. supremacy of the faculty has been challenged by the abnormally developed athletic interests of the college, and it is from that direction that we have the most to fear, because the spirit of modern athletic contests is essentially the commercial spirit. There is the evil that has developed the brutal and dangerous features of football, and no reformation will be complete that does not reach the root of the evil, an inordinate desire for spectacular success. This may be accomplished only as athletic interests come more directly and completely under control. - President Union College, Schenectady, N. Y.

IT HAS been my good fortune that all of my children have received, or are receiving, a portion of their education in the public schools of this district, in this city; and I feel that the advantage to them is incalculable. I certainly do not underrate the importance of the "higher education." would be the greatest misfortune if we ever permitted such a warped and twisted view of democracy to obtain as would be implied in a denial of the advantage that comes to the whole nation from the high education of the few who are able to take advantage of the opportunity to obtain it. But while fully admitting this, it remains true that most important of all is the education of the common school. The public schools are not merely the educational centres for the mass of our people, but they are the factories of American citizenship. Incidental to its other work, the public school does more than any other institution of any kind, sort or description to Americanize the child of foreign-born parents who comes here when young, or is born here. Nothing else counts for as much in welding together into one compact mass of citizenship the different race stocks which here are being fused into a new nationality.-President Roosevelt.

THE BATAVIA SYSTEM.—The essence of the Batavia system is that personal aid is given under the most favorable conditions possible. No pupil who had failed to recite satisfactorily would there be required to stand in his place in a crowded room, while from a distance his teacher explained, questioned or criticised in tones that none could fail to hear. Instead, she would wait until the period for individual instruction, when, having provided work for the class-study or written work—she would quietly call the pupil to her, and, speaking in gentle undertones, help him with his difficulty. would do this in the best way, telling little, but leading the pupil to see for himself.

The character of the aid given is a matter of confidence between the pupil and the teacher. The others have their work, and even, if they listened, they would be able to hear little of what was said. Thus, while the pupil reveals his difficulty to his teacher, his weakness is not exposed to the possible ridicule of his fellow pupils. His teacher gets at the trouble which he would, perhaps, hesitate to confess in the hearing of his class; for some children will even declare that they understand rather than admit that they fail to comprehend that which seems to present no difficulties to others of the class.—Exchange.

DR. FELIX ADLER, head of the ethical culture movement in the United States, in a recent address before the Schoolmasters' Club of New York City, discussed some of the conditions that educators must contend with to-day. In the course of his remarks he said:

"Vulgarity in school life is one of the serious problems the principal has to consider. Vulgarity is a cheapening of one's self. Its presence in our public school system is due largely to the democratic that prevail here. ideas cannot expect the pupils to rise when the principal enters the room, as they do when the master enters the classroom in the schools on the continent. Still. something should be done to instill in the pupil's mind a sense of reverence for his instructors. The pupil of to-day considers himself the equal of his teacher and that is wrong. Intellectuality should command respect. There should be greater fraternity between the teachers in our schools than Harmony is one of the greatest there is. essentials to successful school training. Take in the home, for example. The bringing-up of a child is not dependent upon the personality of its mother or father, but upon their mutual relations. A child is quick to perceive any lack of congeniality between his parents and the pupil quick to perceive any friction between the teachers in school."

X --

In ARITHMETIC, much is attempted to be taught which is of little, or no, practical value, and which is, at the time of its introduction, so far beyond the mental grasp of the child that it loses any intellectual value. Why in the interest of time saving should not all this be omitted? If a boy can add, subtract, multiply, and divide, can manipulate comfortably and intelligibly what I may call the "business" fractions (those whose denominators are powers of 2, with one or two others of small denominators), if he can find the least common multiple of small and easily factorable numbers, and can handle decimals and practical percentage and interest questions, and has a good acquaintance with a few of the tables of denominate numbers, of course including the metric system, is he not well equipped for any call which his career is likely to make upon his arithmetic?

I believe that the time devoted to the study of complicated vulgar fractions could better be spent in perfecting a knowledge of decimals, that the time devoted to either square or cube root would be more profitably employed in giving a practical knowledge of the handling of a table of logarithms (experience has shown this to be possible), and that the time spent on the questions so often grouped in a chapter headed "Analysis," could be very valuably used to give the fundamental ideas of simple equation where these problems really belong.—John Stokes Morris.

RULES FOR NOT READING.—Here are Emerson's famous rules for reading adapted to more modern conditions, as propounded by the well-known critic and reviewer, Mr. H. W. Boynton, in *The Outlook's* Annual Book Number:

I suppose there are no better known or more generally disregarded rules for reading than these of Emerson's: (1) Never read any book that is not a year old; (2) never read any but famed books; (3) never read any but what you like. Probably nothing better can be done with these bits of advice than to disregard them, if it becomes a question of taking them literally and as rules. Only the third will bear close examination, the two others are merely hints. Certainly Emerson did not expect his own books to be put in cold storage for a year before they actually got upon the market. He must have counted on a few persons here and there to undertake the drudgery of making his work known to fame. not mean reviewers, but persons real life, reading what they like. ary criticism does not make fame, it simply accounts for it. Moreover, formally critical minds are exceptional in the nature of things, and Emerson was thinking of the ordinary reader. He believed that this reader spends a good deal too much time over the "just out" books. He therefore exhorts him, in his uncompromising way, to abstain totally from his favorite indulgence. He next proposes a pretty stern alternative, and appends the third rule as a saving clause to mitigate the austerity of the second.

It was always Emerson's habit to affirm rather than to qualify. How much less effective these suggestions would have been if he had given some such form as this: (1) The chances are that any given new book will not be worth reading for persons who are anxious to use their time for reading to the best advantage; (2) the chances are that the best-known books are the best books, for a few books do not survive from among many without good cause; (3) they survive because they have given pleasure to more persons, and a more permanent pleasure, than other books have. Some of them will not hold pleasure for you. Read those which do.

#### **Editorials**

LOUISVILLE, KY., February 27, 28 and March I. This is the place and time for the annual meeting of the Department of Superintendence of the N. E. A. Some of the important topics for discussion are "Moral and Religious Education in the Public Schools," "Means of Improving the Efficiency of the Grammar School" and "Industrial Training in the Public Schools."

Assistant Commissioner Goodwin made the statement at Syracuse in his paper on "Secondary Schools," that pupils cannot be expected to have much respect for moral values if they are allowed to juggle with scholastic values. Just so. Here is a lesson in ethics that requires the use of no textbook to understand.

He was referring to the unrelated courses of study carried on under the old syllabus by which pupils could gain regents' counts more easily by pursuing the twenty weeks subjects. There were many abuses and many of the regents' certificates and diplomas earned in that manner were of doubtful value. It was to overcome the evil that more year subjects were incorporated in the new course of study.

## THE SIGNIFICANCE OF THE SYRACUSE MEETINGS

The holiday conference of the State Educational Associations at Syracuse was a huge success both in attendance and in the character of the program. It might be called a momentous occasion, for interest was centered on the statements made by the Commissioner of Education and his assistants regarding the educational activities of the State and the new syllabus. No doubts can be entertained concerning the sincerity and wisdom with which the new

order of things is being conducted. Every plan presented showed maturity of thought and judgment. As Dr. Draper said, the department has done little more than put the machinery in working order, but it was made apparent to all minds at the conference that the department is not only ready for business now, but has been ready and doing business for some time.

This is particularly true respecting the enforcement of the compulsory education law. The department is making every effort to decrease illiteracy in New York State, by compelling the daily attendance of children at school, by urging the organization of night schools for the benefit of those coming within the scope of the child labor law and foreigners who desire instruction in English, and by conducting schools in the prisons and asylums of the State.

Commissioner Draper also made it clear that better supervision of the rural schools lies very close to his heart. Since he was installed in office he has missed no opportunity to present this matter for the consideration of those interested in the educational welfare of the State. He has regarded this as a most important matter from the first, but as the problem is a most difficult one, the department will work carefully in this direction until a plan is formulated that will meet the situation adequately.

The establishment of trade schools was a subject presented showing that the department is interested as much in serving those who need education in mechanics as those who desire and can afford to prepare for scholarly or commercial pursuits.

Dr. Draper did not think that the declaration of principles regarding tenure of office, salaries and pensions bristled with love for the cause, yet he signified his willingness to cooperate with a majority of the teachers to secure laws bearing on those questions. Superintendent Boynton made a strong plea for federation, believing that an alliance of all the State educational forces is necessary to achieve successful results in obtaining higher salaries and fixed tenure.

The federation idea made some progress at the conference and committees were appointed by all the organizations represented on the program to further consider the matter. The principal hindrance to federation seems to be the fear of some of the associations that they will lose their identity. We believe that such fears are groundless and hope that the committees may come to an agreement on this important issue.

The leading address to the teachers was delivered by President Schurman of Cornell University, who made a strong defense for football, believing that the game rightly governed has a moral value in college discipline. The keynote of his speech was national greatness founded not on physical resources, but on moral, intellectual and political excellence. It was a masterly utterance and befitting to the occasion.

#### RETROSPECT

The year 1905 will not be famous in history. It has no great discoveries to record, no wonderful achievements to celebrate, no new laws have been made known, no epoch-making inventions brought forth. The most significant events of the year from a historical point of view were those of the war between Russia and Japan, culminating with the conclusion of peace at Portsmouth. The last act of the world drama was especially noteworthy on account of the moral heroism of the Japanese, who showed themselves as magnanimous in victory as they had been brave in battle.

Other events of world-wide interest were the struggles of the common people of Russia for greater freedom, the repeated massacres of Jews in Russia and of Christians in Turkey, the peaceful separation of Norway and Sweden and the inauguration of President Roosevelt.

In our own country the year has been marked by astounding revelations of corruption, dishonesty, trickery, swindling and graft in municipal and state governments, in industrial corporations and in insurance companies. That the people have become aroused and are determined to better conditions was shown by the November election in which several of the most corrupt bosses were overwhelmingly defeated. The movement toward public ownership which was so strongly supported in New York city and which has become quite general throughout the country is another indication that the people do not intend to be swindled nor to submit patiently to the extortions of public service corporations.

In education the past year has been one of steady growth. There have occurred no epoch-making events nor have any epoch-making books on education been published, but much has been accomplished by the persistent efforts of the thousands of earnest men and women who are giving their lives to the work of educating the vouth of our land. Some of the marks of improvement are shown by the reports that compulsory attendance laws have been better enforced than ever before, that evening schools have increased in number and usefulness, that trade and business education is becoming more general, that practical training in agriculture is being given in many sections, that the salaries of teachers are increasing and that the profession of teaching is becoming more respected.

In New York State progress is indicated by the establishment of a pedagogical museum by the State Department of Education, by the organization of systematic instruction in the State prisons and the increased effort to build up the rural schools.

## THE EDUCATIVE VALUE OF STUDIES IN THE ELEMENTARY SCHOOL PROGRAM

Discussion Before the December Meeting of the Hudson River Schoolmasters' Club

REPORT OF ADDRESS BY CHARLES DE GARMO, PH. D., CORNELL UNIVERSITY

#### TABLE I

MODES OF THOUGHT CONCERNING NATURE AND MAN TO BE DEVELOPED IN THE SCHOOL

I. Mode of Mechanical Relations.—1. Abstract Quantitative Science—Mathematics. 2. Exact Sciences—(a) Physics, (b) Chemistry, (c) Astronomy. 3. Sciences of Mechanical Evolution—The Earth Sciences, (a) Physical geography, (b) Geology, etc.

II. Mode of Organic Relations—Organic Evolution.—Biology. Development. Form and function of Parts. (Teleological view of nature.) I. Botany. 2. Zoology. 3. Physiology. 4. Biological aspects of geography

cal aspects of geography.

III. Mode of Moral and Aesthetic Relations.—
Literature and Art. Responsible individuality.

Adaptation of form to function.

English and foreign languages.

2. Graphic and

plastic arts. 3. Music. *IV. Mode of Linguistic Relations*.—Vestibule to Introspection. Outer sign and inner reference. I. Grammar and language. English and foreign languages.

V. Mode of Social Relations. Group Coöperation. I. Institutional. (a) History; (b) Civics; (c) Political geography. 2. Economic. Division of Labor. Combination of labor and of capital. I. Economics and social science. 2. Economic geography.

#### TABLE II

#### TWO-FOLD ASPECT OF THE MODES.

1. Appreciation.

2. Sensory-intellectual.

Impression.

4. Content.

Mode I. Mastery of the various systems of ideas.

Mode II. Observation and study of life forms and functions. Classification.

Mode III. Study of literature and art for appreciation. Acquisition of regulative principles of conduct. Canons of art.

Mode IV. Acquisition of grammatical ideas in English and foreign languages.

Mode V. Study of the development of political ideals and institutions. Mastery of economic theory.

1. Efficiency.

2. Intellectual-motor.

3. Expression.

4. Form.

Drill, laboratory and field work.

Laboratory and field work.

Drill in productivity. (Drill in reading, writing and spelling.) Composition, drawing, painting, molding, exercise of invention in design, music.

Drill in use and interpretation of forms. Analysis of sentences.

Exercise of (preparatory) social and political functions. (School associations.) Acquisition of manual and commercial technique.

#### TABLE III

Types of Mental Training Arising from the Modes of Thought.

Mode I. Memory based upon insight into mathematical or mechanical law. (Rational memory.) Reasoning upon the basis of fixed and exact relations. Development of the scientific imagination; aesthetic appreciation of the exact and law-accordant. Volitional efficiency through the mastery of nature and the banishment of superstition.

Mode II. Memory based upon classification, also upon function of parts. Observation of nature. Reasoning from the standpoint of growth and function, often with inexact data. Aesthetics of organic nature. Volitional efficiency through

economic application.

Mode III. "Memory of the Will." (Herbart.)
Reasoning from moral and aesthetic bases (ethics and aesthetics). Ethical and aesthetic appreciation. Volitional efficiency through the application

of regulative principles of conduct, and the canons of art.

Mode IV. Memory based upon acquired sense of form, also mechanical memory in the inflections of foreign languages. Linguistic reasoning or infetence from sign to significance. Development of language sense and language consciousness. Interpretation and expression of refined shades of thought. Volitional efficiency through the liberated tongue.

Mode V. Memory based upon insight into contingent historical and economic causes, also upon economic law. Reasoning from contingent causes. (Basis for sympathy for the results of social environments.). Development of the artistic sense in the artisan. Volitional efficiency through social activities and through the acquisition of manual and business technique.

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#### REMARKS UPON THE TABLES

Upon this subject every school man must in the nature of the case have some sort of an opinion, since he has studied in the schools and has been called upon to teach others. School-masters have the reputation of being very conservative in matters of this sort, being prone to accept the inherited view. At present, however, they are forced to reexamine presumably settled questions, since the scope of education has been so greatly extended, not only with respect to subject matter, but also with respect to the classes taught. For example, we must teach the old studies and as many new ones; we must still train the leaders in church and state, and we must also train the leaders of all classes and occupations, not to speak of the masses of people themselves. Undue conservatism may retard progress, but the spirit of the modern school-master prompts him to do all in his power to promote progress by laying aside even his profound conviction so that every cause may have a fair hearing. One may not hesitate, therefore, to reopen old questions concerning educational values. Hence it is that I very gladly come before you this morning, representing not only my own opinion, but my research into the opinions of a thoughtful body of men, an opinion also formed by a study of institutions as they are to-day and the influences that are shaping the educational theories of the present.

There have been periods in which men claimed that the educative process was the only thing that really tells, the knowledge learned amounting to but little; another group claims that the educative process is all important still, and that the knowledge to be gained is of secondary importance only, so that we should take some subjects for discipline and others for knowledge. A third group, which unites the other two, attempts to get the discipline through the knowledge. This is in general the position that this paper takes. I have indicated here in these three tables three lines of study. The first one attempts to estimate in a very rough sort of way what there is in the various bodies of ideas that we have to deal with in our life. I have followed in some measure here, as you will see by a glance, the analysis of Dr. Harris, who perhaps more than anybody else has studied the subject. At any rate, when I asked him who had done the most in the study of educative values, he replied, "I have."

The first group I have named here is that of Mechanical Relations, in which the personal element does not exist. There is no question here of human conduct directly involving the human will or disposition. Only things and their mechanical laws are involved. Now I claim that the mental attitude, the mental training, that comes from these subjects is not gained from any of the others.

The second group deals not with quantity, but with quality. It has to do with life, with the function of part and whole, and the relation of a part to a whole. It has to do with organic evolution, that is, the evolution of life. You will notice from the preceding subject, the next one preceding, that it has to do with mechanical evolution, as in geology, but it is still mechanical, although we talk about the evolution of the

earth and study its strata; yet the question of life is not the important one, though of course there are some elements of life involved. I call attention to the fact that in these organic relations we get what the philosopher calls the telcological view of relations, by which he means the relation of a part to a whole and of the whole to the part. The idea is that all the parts contribute to the whole, yet the whole contributes to the parts. Take any one of those animals that Dr. Long spoke of last night, and it may be seen that the whole organism helps to support the members by which all these wonderful things are done. The legs of the rabbit seem merely means, yet to what end shall there be a nervous system, a digestive system, a circulatory system? In order that the legs and every other organ shall be served and shall be guided in action. We get this view in biology as we get it nowhere else. Its effect upon the mind is different from the effect of any other study.

Group 3 is one that has always been in the school. I put together the moral and aesthetic relations because it is practically impossible to separate them, the material being inextricably bound together. There are in literature types of all the ethical situations that can arise from the group relations which the individual enters into. Would he know what will be expected of him in state, church, school, industrial life, family, class or caste, let him go to literature, which shows what collision with a social group means, and what its consequences are. All these things are represented in our literature. But there is also represented in literature the esthetic idea. In a way, of course, we have an esthetic quality in many other subjects. Here we have from the ethical side also a conception of responsible individuality. It is true we get this idea also in history, but in an entirely different way.

On the art side, we have the conception of adaptation of form to function. What is good architecture, or at any rate what is bad architecture? Bad architecture is that in which form does not contribute to function. Anything hitched on to a building which has no function, which is a mere reminiscence of some past function, is bad architecture; and that is good architecture in which there is perfect adaptation of form to function. The esthetic form of nature has to do not with us, but with the existence of the thing itself. The poet talks about the flower that was born "to blush unseen and waste its sweetness on the desert air." That is all nonsenses. Flowers do not waste their sweetness on the desert air. It is only from an outsider's view that there is any waste. So the adaptation of form to function in nature is a very different thing from the adaptation of form and function in art.

in art.

Turn now to the fourth group, which I call the mode of linguistic relations. This I call the vestibule to introspection, because it is the first great study that the individual ever makes which leads him to look in rather than to look out. In art we look out, in biology we look out all the time, look at the thing; there is no inward reference. In mechanical relations what are we looking at? Not at the mental operations. We are always looking out, but in grammar we have not only the outward state, but we have also the

inward reference. Here is a form that has a function different from that found in other studies. It is not an equivalent for any of the others, nor are the others any equivalent for it.

The fifth mode I call attention to here, is the

mode of social relations, or group cooperations, different from the ideal cooperation that we find in literature. That is simply an ideal picture. It is the story of some man and his troubles, some girl and her perplexities. It is perhaps the poem which tells about the troubles of Ajax, Homer and the rest. But in this new mode we are dealing with actual events, with historical verities. It is group cooperation which brings about national activity, and it is group cooperation which brings about economic activity. Of course economics and history are different, but they are alike in that they emphasize the social groups.

Pass now to the second table. In this I have attempted to show how every subject must be taught if it is going to be of educative value, because I think we cannot divorce the inherent educative value of a topic and the way it is taught. You can teach the best topics so as to get almost no results. You can teach the poorest topics with

good results. It depends on how the thing is done.

Professor Coulter of Chicago made the assertion about a year ago, in the School Review, that the humanities teach appreciation, and the sciences teach efficiency. Of course the statement is true, but it is inadequate. We need appreciation and efficiency therefore he argues we must have both humanities and science. I would not disagree with the conclusion, but the argument seems to me fundamentally fallacious from a schoolmaster's standpoint, because I hold that every subject ought to teach both appreciation and efficiency in its own particular realm, not in some other. Therefore, I place at the head of this little summary of the things that we are to get out of the various subjects, appreciation. and efficiency. We have discovered in these modern days, experimentally and through psychology, that we have a motor system. My only criticism of Dr. Harris's Outline of Educational Values is that he forgot for the time being this second category. He could not at first find a place in his scheme for manual training, and at Nashville several years ago he read a paper against manual training, saying that it was superfluous and that there was no need for it; it did not represent a distinct educative process at all. Well, I think he has come to the idea that it has a place and must be recognized. The thing that was in his mind was simply this idea of appreciation, or as he called it, of revelation. What these subjects are to do, he said, is to reveal to the student his relations to society. This is true, but it is not the whole truth.

Again recognizing modern psychology, appre-Again recognizing modern psychology, appreciation may be called sensory-intellectual and efficiency intellectual-motor. Starting with the senses you get an intellectual output; starting with the intellectual processes, you get a motor output, and come again to the idea of efficiency. We are all familiar with Professor James' dictum. "There must be no impression without expression." Here again we have a statement of the fact that warry with we have a statement of the fact that every subject must yield both appreciation and efficiency. You are also familiar with John Dewey's dis-

tinction between content and form. He says that the content of studies is the body of ideas that they contain which is of value to the individual in his various social or group relations. The form of the studies is that drill we enforce in order to make this content effective in the world. What is the good of a revelation if you can not use it? What is the good of knowing arithmetic if you can not solve the problems? What is the good of knowing all the art in the world if you have no artistic power? What is the good of literature if you have no constructive power; if you can not compose? Of course, there is some good in appreciation alone but it does not come good in appreciation alone, but it does not come to its highest estate until every increment of knowledge is matched by its corresponding power

of application.

Here in table two I have outlined the processes that you use in your schools. In this, the first group of mechanical relations, we have the mastery of the various ideas and on the other side drill, laboratory and field work. Here of course are many debatable questions. One of the questions before the mathematics teacher is, shall it be united with laboratory work so as to make the efficiency of mathematics greater than it otherwise would be? What shall be its relation to physics? Shall students be taught by graphical methods? You are doubtless familiar with the efforts of John Perry in England, which are continued in the University of Chicago under the leadership of Professor Moore. That is merely a side issue, for we always have this drill in our mathematics; indeed, the great excellence of the has been that they did not stop with simple appreciation, but always went over to the side of efficiency through practice in application. So I think we need not dwell upon that. If you would I'ke to know why, in the modern university, science is better taught than the humanities, I will tell you. In physics, for instance, if there are 50 men in the class, there are 50 places for them to work in the laboratory and 50 sets of apparatus, and a teacher to touch elbows with them. In physics they have the method of lecture, or revelation of that kind, with experimentation by the professor. They have the method of the textbook which we use in the humanities, and the recitation, and in addition to all that they have the method of the laboratory in accordance with this principle. I have tory, in accordance with this principle I have just spoken of. They have one teacher for every eight or ten students; they have succeeded in making the world, or the authorities who control the matter, believe that there must be plenty of

assistance to carry on this laboratory work.

If I go over to a professor of history I find perhaps 150 students listening to him two hours a week in his lectures, and 150 students writing for him the remaining one hour a week. Has he any adequate assistance in correcting these papers? Not at all. The poor man must wade through them as best he can. If you go over to the library to find what library facilities there are for his work, you will find that there is one copy of each book. Now history is very rich in books, but the librarian often has to stand behind his desk for half a day at a time, simply to tell students that they can not have that book. As one of the young men expressed it to me the other day, "Those miserable Co-ed's go in there,

get the books, keep them and pass them on in relays through the dinner hour, so that we boys can't get hold of one of them." You might as well chain up every one of those books as of old, for what is the difference whether it is chained to a wall or to a Co-ed? So I say, though it may be a surprise to you, the sciences are better taught than the humanities, because they have a better method and more complete and better facilities, more teachers, and better apparatus.

Efficiency in this third mode in the elementary schools takes the form of reading, writing and spelling In all schools it takes the form of composition; in the art work, the form of painting, molding, etc. I claim that no literature has fulfilled its function completely till it has gone over at least in some degree into the realm of production, I claim likewise that all aft work is incomplete so long as it is nothing but revelation. It is important that we have this revelation. Perhaps we ought to have it much better than we have had. Our elementary schools are coming up nobly on this side. They are introducing drawing, painting, molding; they are finding out that there is spontaneous power in every child to express his ideas in one or two or three dimensions. We are giving children a chance for art efficiency for the first time in history. It is the only genius that has survived in the past. A physical trainer in a university finds in a body of students some who can do things supremely well. They can run, jump, hurdle. He finds unsuspected physical genius existing in the student body. Well, now if there is genius in their legs, there is presumably genius in their minds, and it awaits only the teacher to bring it out.

it awaits only the teacher to bring it out.

You are well acquainted with the idea of application in grammar. In the foreign languages, for instance, one very large value which pupils have gotten out of it in the past is the fact that this drill work is so necessary to progress in the study. It must be done in the nature of the case if we are ever going to arrive at anything. In a modern language you can not slight the grammar and get anywhere. You must have this eternal drill in inflection and in construction. There is not a place even in mathematics where the drill is so perfectly and completely carried

out as it is in grammatical studies. The fifth mode is the study of the development of political ideals and institutions. What ought to go along with that in the wav of practical training is something of a puzzle, and yet I think there is a good deal in the various school activities that contributes to efficiency in this realm. It is a fact known and admired by foreigners that the American boy or man anywhere can get up and conduct a meeting, and get through with it on parliamentary principles. I do not know how skillful the English or French are, but they have no training corresponding to that which has come down through the old debating society. Of course there are some efforts in elementary education toward inculcating the civic idea in the city school, so called. John Ray of Chicago has done a good deal of work of that kind which has been fairly successful, though not in high schools. It is too much like play government for the high school boys. It was tried in the Ithaca high school, but the boys soon resigned from their school senate. They were very sensible, for they

could distinguish between the real thing and the seeming. We have also in addition the acquisition of manual and commercial technique. This is the part Dr. Harris could not at first find a place for. But it comes in here as the efficiency side of these economic conceptions, showing that manual training is not an interloper into our curriculum, but that it has a natural place.

Now in table 3 is shown the really important point of this discussion. I have attempted here to show that the bases of the studies being different, the training which results is also different, and therefore I have to say here, that one dis-tinctive type of mental reaction is rarely an adequate substitute for any other; thus mathematical reasoning becomes distorted when applied to individual or collective conduct, since the causes in quantitative science are fixed and exact, while in human conduct they are contingent, that due to the circumstances that alter cases. The constructive imagination is different in mechanics from what it is in art; it is not the same in biology and history. Memory through insight into principle, as in physics, differs from memory as based on contingent causes, as in history; dates, for instance, the accidents of camp and field, personal designs and the like. Our modern psychologies show us that we have memories rather than memory, and that a good memory based on an insight into a mathematical principle, is not necessarily a good memory for history or for literature or poetry. It has a different quality. The negro waiter at the hotel has a memory that you and I are not likely to attain. He can remember and associate the form of a hat with the form of a face so that he can take 200 hats and put them each in a separate place when men go in to the table, and give each his own hat when he leaves. you suppose that man, because he can perform such a feat, would have a good memory in mathematics? We know plenty of people that are splendid spellers but who can not do much with science or mathematics, and so it runs down through the scheme here. Just notice the different objects for the memory. In the first tier, it is insight into mathematical law; in the second mode it is based upon classification largely, so much so, that the sciences of biology are according to Bain primarily sciences of classification. Our modern scientists do not entirely agree with that opinion. Hence they bring the basis of their study down to the idea of function. They study life, tell us what function each part plays, and so on all the way through. Seeing what the fundamental basis is, we see that the ground of memory here is very different from what it is in mechanical sciences.

In mode three what do we mean by the memory of the will? It means that whenever we have to be tested in a new situation, whenever a temptation lures, there immediately arise in the mind many typical situations from literature, from history, and from the experiences of life, to decide the question. Will can not act except upon a basis of ideas. It is not a mill grinding out its dictates independent of experience. Therefore the memory we should try to inculcate in literature so far as it is ethical is a rapid and vivid reproduction of "pictures of will relations" analogous to the one in hand. Fortunately most

of our ethical situations decide themselves almost instinctively.

In mode four memory is based upon the acquired sense of form; we have also mechanical memory on the inflection of the foreign lan-

guages.

And then finally in the fifth, we have memory based upon insight into contingent historical and economic causes. How do good teachers teach in this department? Simply by mechanical memory for dates and events? Do they try to have facts remembered by sheer force of will or grasp of intellect? By no means. It seems to me we should remember history from a comprehension of the underlying causes. How ought we to remember the underlying facts of the Revolution? Why it seems to me we ought to understand what King George was driving at in his so called oppression of the Colonies. What made him do it? Why was he so insistent in grinding us down? Because he hated us? It sprang from the desire to control Parliament in England through the control of "pocket" or "rotten" boroughs to the exclusion of cities like Birmingham and Manchester, which had to do without any representation at all. He wanted taxation without representation in England, and he said, "We will try it out in the Colonies." He did, and you know what the result was in the Colonies and in England. He lost control. How shall we remember the events of the Revolution? Trace out the causes. For instance, just follow Washington through all his campaigns and see the underlying reasons that lay in the situation of the enemy and the nature of the country, and you will find why he had to go from Boston to New York. It lies in the nature of the case that the English when driven out of Boston harbor would hasten to New York because that has the best harbor. In this way you can trace out and remember the events of the Revolution by contingent causes.

Further examination of Table 3 will show how every mental reaction is colored or given a peculiar quality by the nature of the subject matter upon which it is exercised. Many implications respecting courses of study and methods of treatment suggest themselves, but there is no time at present to enlarge upon them.

#### DISCUSSION CONTINUED

REPORT OF ADDRESS BY OSSIAN H. LANG, EDITOR OF THE SCHOOL JOURNAL, NEW YORK.

We are accustomed in educational discussions to hear the teacher made responsible for the entire scope of instruction. The speaker usually assumes that the teacher decides what studies should be taken up in school, and in what order and iust what material should be presented to the child. As a matter of fact, the teacher is altogether too largely debarred from choosing for his pupils the material which to him seems best for them educationally. The courses of study are prescribed. Often these go so elaborately into detail as to deprive the teacher of freedom and discretion in the choice and arrangement of lesson subjects. The authorities go to work on the supposition that upon themselves rests the reponsibility for meeting the requirements of economic society and the state, together with whatever may theoretically apnear wholesome for

the individual children either at their present age or at some future stage of their development. These and other assumptions help to shape the course of study handed down to the teacher, who is given prescriptions to fill, and then held responsible for the entire result. Is this just?

There is another aspect of the problem. Is it not possible for the teacher to meet the official requirements and still find opportunities for doing more than merely filling the prescriptions? Or, to go right to the center of the question: Do the prescribed studies and activities decide the value of instruction, or can the teacher's personality or technical efficiency, or both in conjunction, triumph over official curricula?

Generally speaking, the studies themselves are not invested with intrinsic value. The studies which potentially possess the highest educational value may by a poor teacher, be reduced to wasteful time consumers. Educational value is largely what is put into a study by the teacher. An apparently narrow curriculum may be enriched by the right sort of teacher, so as to include the best the world affords. On the other hand, an apparently comprehensive program may be reduced to a lifeless mechanism devoid of all

higher educational value.

The usual excuse offered by teachers when confronted with the revelation that they are not giving full educational value to their pupils, is that the demands of the course of study are so heavy that no time is left for anything but the prescribed tasks. To a layman it may sound absurd to hear, "I have no time to teach my pupils to observe and think; I can hardly make them learn the things expected of them by the principal and superintendent;" but my ear is quite accustomed to such remarks and can no longer appreciate the humor of them. Teachers are human like the rest of mankind. They have the same natural desire for freedom that other people have. Prescriptions look burdensome, more or less. The teachers of the three R schools in the past probably felt that they were occupied to the limit of their strength. Those of the present day have, on the face of it, much heavier burdens to carry, and hence it is not passing strange that they, too, should murmur. In justice to them we must admit that many officially imposed pro-grams are overcrowded and reveal lack of expert judgment on the part of the architects of those schedules. Of the majority it may be said, however, that while they are not as well considered as they ought to be, they do not wholly exclude the possibility of saving time for some of the matter which the teacher may regard as desirable for the welfare of his pupils, as he sees the problem.

But what about the attitude of the teachers

toward the school program?

The teacher of the old school, so called, went to work on the supposition that equipped with a knowledge of spelling, reading, writing, and arithmetic, the pupil would in later life be able not only to take possession of whatever his interests might consider worth getting, but also to communicate to others whatever he might wish to transmit. Accordingly, the elementary mechanics of expression and of knowledge-getting were studiously cultivated. The awakening of intellectual interests of various kinds was deemed impracticable.

The "new education" was an attempt to in-fuse "educational" value into school curricula. The intention was to draw out all actually or presumably dormant capacities of the child and to exercise these in the fullest possible measure. The "tools" were for a time relegated to the rear and the emphasis placed upon thought content. The means of expression were increased by the addition of drawing and manual arts. The chief mistake of the leaders of this movement was that they denied the undeniable value of the three Rs, and not infrequently treated these contemptuously. Some went so far as to take pride in the neglect of the traditional branches of in-struction. The folly of their attitude can be easily shown on philosophical grounds. But there are less remote practical reasons why the care of the three Rs must not be lightly brushed aside. The people who pay the salaries of teachers expect reading and writing and ciphering to be taught. The schools are theirs. The children are theirs. The teacher cannot substitute personal preferences for the things demanded of him. The rule of wisdom for him to follow is to do what he is required to do, and then to find ways and means for doing those things which the consensus of educational experts has established as necessary and desirable for the best interests of the pupils.

Now, there is a superstition abroad that the more time given to any particular subject at school, the more satisfactory must be the result in that subject. Especially is this asserted by people who claim to know with regard to spell-ing. Whenever the discovery is made that the spelling of children is poor, there is immediately raised the cry that the study is neglected and that not enough time is given to spelling. "Drop out some of your fads and frills and teach more spelling," is the common popular conclusion. Its utter unreasonableness has been absolutely established by Dr. J. M. Rice. He has shown that the time devoted to spelling beyond a certain maximum is not productive of any result. He has proved by data which cannot be argued away that from ten to fifteen minutes a day devoted to spelling for a number of years will produce results that no larger expenditure of time can surpass. This leads to the conclusion that the teacher who devotes more than fifteen minutes a day to spelling is to that extent wasting valuable time, wasting it because spelling in itself is devoid of educational content. The utilization of the knowledge of this fact will prove a great gain for education.

Dr. Rice's investigations indicate, further, that forty minutes a day is all that is necessary to meet the ordinary demands in arithmetic. Of course, if the teacher wants to give more time to the subject because of special educational possibilities he may see in the subject, he may do so. But those who want to do other things may be assured that forty minutes a day is a sufficient allowance or arithmetic. In English composition and language work the data are not sufficient to warrant any absolute assertions. But it may safely be assumed from what is settled that fifty minutes a day is ample appropriation for the elementary school.

A most remarkable piece of educational investigation has recently been accomplished at Springfield, Mass. It practically decides the question

as to whether the schools of our fathers and grandfathers, with their narrow curriculum, produced better spellers and better cipherers than the present day schools with their more elaborate programs. It came about in this way: In cleaning out the garret of the old high school in Springfield, there was found in a rubbish heap a bound volume containing spelling tests and examination questions with answers of the year 1846. Dr. Balliet handed the volume to Mr. Riley, a very efficient and keen-sighted grammar school principal, who at once recognized the peculiar value of the find, and made it the basis of a series of educational tests. These tests established beyond reasonable doubt the superiority of the work of the modern elementary schools over those of sixty years ago! The results were published in the Springfield Republican and in the School Journal of December 2, 1905. They will also be presented in the Forum for January-March, 1906.

Since the appearance of Dr. Rice's remarkable series of articles on needed lines of educational research, this is probably the most important contribution made to tangible pedagogy. For the want of testimony such as this there has been no end of lamentation over the decline of the efficiency of the schools in the so called "practical" branches. We have been told in season and out of season that spelling and arithmetic were never more poorly taught than at present, and that the only salvation is to be found in a return to the three R fleshpots of old. Now comes the awful disillusionment of the pleaders for the wavs of the fathers. There is no getting away from the cold logic of the tests supplied by Mr. Riley. He shows that the pupils attending the present day grammar schools of Springfield not only do much better in arithmetic, but spell better than their forbears in 1846.

These facts confirm emphatically the contentions of Dr. Rice.

To be sure, the three Rs are not the supreme anxiety of the schools. But if they are not properly taken care of, all other studies are at once placed on the defensive. We have with us those who have hitched themselves to an alleged "new education" Juggernaut and scornfully permit the bread-and-butter studies to be crushed in the triumphant progress of their idols. Their voices are raised in praise of "moral character formation," "harmonious development of powers," and "noble manhood and womanhood." This is laudable. But while aiming to do the great things, the minor necessities must not be neglected. Suppose a man would resolve to become a sage. Would he disregard the needs of his body? Would he stop eating and drinking? Would he refuse to wash himself? Would he abstain from sleeping? The point I wish to make clear is, that he would find time and strength for the things of the spirit must first attend to the things of the body. The primary condition for prolonged mental exertion is physical well-being. Neglect the body and it will tvrannize over the mind; attend to the body and it will yield the mastery to the mind. I leave it to you to draw the inferences with regard to the three Rs.

The supreme object of the school is the development of the social efficiency of its pupils. The paramount interests of humanity must be kept well in the center. But in order that these greater considerations may rest on a solid foundation, there must first be adequate provision for the lesser necessary things. After the three Rs have been allotted their proper share of time we can then deal with the greater good of the future men and women represented by the boys and girls before us. We know the future men will want to be healthy and strong. They may reasonably desire their interests to open out in many directions. They have a right to pleasure in all that is beautiful; to joy in intellectual pursuits; to a heart that is contented with the world. Here are some suggestions by which to measure the value of school programs.

the value of school programs.

I have said but little about the several studies in the elementary school curriculum. These have been quite fully discussed by Dr. William T. Harris in the so called "Report of the Committee of Ten." I do hope that I have brought out the rationale of careful attention to the three Rs, and that I have shown how much scope there is for the enrichment of the programs without the slightest detriment to the three Rs. As to the rest, my conviction is that the teacher is of greater consequence than the list of studies. The educational value of instruction depends upon the greater or less spiritualization of the program by

the teacher.

### ARTICLES OF INTEREST TO TEACHERS IN THE CURRENT MAGAZINES

Harper's Magazine.—Critical comment on Shakespeare's "King Henry VI," by Ernest Rhys; A Music School Settlement, by Philip Verrill Mighels; Animal Immortality, by Peter Rabbit; My Antarctic Explorations, by Dr. Jean B. Charcot; Insect Herds and Herders, by Dr. H. C. McCook. (November.)

Century.—With the Empress Dowager of China, by Katharine A. Carl; A Great Discovery in Egypt, by Henry Copley Greene; The Panama Canal, by William Barclay Parsons; With Walt Whitman in Camden, by Horace Trauber. (November.)

McClure's.—Pioneer Transportation in America, by Charles F. Lummis. (November.)

Everybody's.—Soldiers of the Common Good, by Charles Edward Russell. (November.)

Atlantic Monthly.—Immigration and the South, by Robert DeCourcy Ward; The Experiences of a Census Taker, by William H. Allen; Significant Books of Science, by E. T. Brewster. (November.)

Four Track News.—New York's Backbone, by Emma Archer Osborne; A Mountain Sea, by Minnie J. Reynolds; In Howell's Boston, by S. Harry Ferris. (November.)

St. Nicholas.—The Boy's Life of Abraham Lincoln, by Helen Nicolay. (November.)

Cosmopolitan.—The Eclipse Seen from a Spanish Mountain, by Gabrielle Renandot. (November.)

Success.—Hints to Young Writers. (November.)

Popular Science Monthly.—University Education and National Life, by Sir Richard Jebb. (November.)

Review of Reviews.—Russia's First Parliament, by W. T. Stead. (November.)

The Outlook.—Annual book number. Sketches of Mrs. Edith Wharton, George Bernard Shaw, Maurice Hewlett and Richard Watson Gilder. The Real Elizabeth in Her German Garden. Our Search for the Black Forest, by Hamilton W. Mabie. (December.)

Harper's Basaar.—Rhymes for Children, by Amanda Baris. (November.)

Scribner's.—A Wolf Hunt in Oklahoma, by Theodore Roosevelt. (November.)

Delineator.—The Child at Play, in the Rights of the Child Series. Some Heroines of Shakespeare. (December.)

Woman's Home Companion.—How Royalty Celebrates Christmas, by Fritz Morris. (December.)

Donahue's.—Thanksgiving in New England, by Beatrice Oulton. (November.)

The Pilgrim.—Roumanian Gypsies, by Felix J. Koch; The Women of China, by Paull Stewart Hunter; In Quaking Guatamala, by Nevin O. Winter. (November.)

#### **BOOK NOTICES**

#### The Macmillan Company, New York

THE FOUNDATIONS OF SOCIOLOGY. By E. A. Ross, Professor of Sociology in the University of Nebraska.

The book aims to set forth not what has been or is or ought to be in society but what tends to be. The author sharply criticizes social philosophers and exposes many faults in their methods. He then lays the foundation for a social science that shall withstand the severest logical tests, and formulates the principal truths about society that so far appear to be established. While siding with its critics, the author gives reasons for his firm faith in the future of sociology. In his view it is now living the battle—years that biology experienced half a century ago, and its triumph will be no less brilliant than that of biology. The key-note of the book is catholicity. There is no riding of personal hobbies.

#### Rand, McNally & Co., Chicago

BLACK BEAUTY, by Anna J. Sewell. Edited by Charles W. French, Principal of the Hyde Park High School, Chicago. With a frontispiece and 78 pen and ink sketches in the text, by Charles Copeland. Cloth, 12mo., 319 pages, 40 cents.

"Black Beauty," by Anna J. Sewell, is the latest addition to the Canterbury Classics, a series of supplementary reading books for all grades. The unobtrusive ethical teaching and the interesting style in which the book is written make it particularly appropriate for use in the schools. It is edited by Charles W. French, Principal of the Hyde Park High School, Chicago, and like all the Canterbury Classics is artistically illustrated, printed in large type on good paper, and well bound.

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## SUMMARY OF MINUTES OF THE HUDSON RIVER SCHOOLMASTERS' CLUB

#### NINETEENTH MEETING

## Albany, New York, December 8-9, 1905

EVENING SESSION, HOTEL TEN EYCK.

Seventy-five plates were reserved for the members, guests and musicians at the semi-annual dinner. At its conclusion President Murdoch spoke on the death of Hon. James Russell Parsons, Jr., a member of the Hudson River Schoolmasters' Club, and called for remarks from Dr. Howard J. Rogers, First Assistant Commissioner of Education.

Dr. Rogers: "It sometimes happens that in the life of every man there comes an event so unexpected and so bewildering that it compels him to question the divine well-ordering of things and to call for all his strength, his faith and his philosophy to reconcile it. Such an event has just come into the lives of every one of the members of this club in the unexpected and untimely death of Hon. James Russell Parsons, Jr., Consul-General to Mexico, better known to us as the Secretary of the Board of Regents, our co-laborer in the field of education and our genial friend and member of this club.

Mr. Parsons had practically devoted the whole of his life to work in educational fields-first, just after he left college, as commissioner in one of the Rensselaer districts, afterwards as inspector in the Department of Public Instruction, subsequently as director of secondary and higher education in the University of the State of New York. Even during the short interim of his consulate at Aix-la-Chapelle he devoted much of his time to a careful study of the German and French school systems, and his books published as a result of his investigation have become common and valued works of reference.

It is not the place or the time to enter upon an extended account of Dr. Parsons's valuable services to the cause of education, or to pronounce a eulogy upon his life's work. His deeds speak far more eloquently than I can, and words would be but useless echoes of the knowledge and conviction which lie deep in the heart of every one of us. Neither shall I speak this evening of his perfect life, his courtesy, his quiet force and his warm, sympathetic friendship for all of us. This will be done at another time and in another place. But it does seem fitting that this. first meeting of the club in which he was so warmly interested, and of which he was a charter member, should not pass without some reference to his untimely taking off and some expression of our great sorrow and bereavement. I therefore move, Mr. President, that a telegram of condolence and sympathy be sent this evening on behalf of the club to Mrs. Parsons at Mexico; and that a formal resolution of our sympathy and of our loss be presented to the club at its business meeting to-morrow morning, one copy of the resolution to be spread upon the minutes of the club and another to be engrossed and forwarded to his family."

(Telegram.)

ALBANY, December 9, 1905.

Mrs. James Russell Parsons, Jr.:

The Hudson River Schoolmasters' Club tenders

to you their heartfelt sympathy for your great loss, and shares your grief at the untimely fate of their co-member and intimate friend.

HOWARD J. ROGERS.

The president then called upon Mr. Ellis, Chief of the Division of Visual Instruction, for remarks

regarding the pedagogic museum.

Mr. Ellis: "The New York exhibit has been officially turned over to the Commissioner of Education. It is now in the freight yard awaiting adjustment of charges. Space has been found in the Senate corridor sufficient for its installa-tion and permission secured from the Superin-tendent of Buildings. The exhibit is complete and in excellent condition."

Dr. William J. Long, author, was then introduced by the president and spoke for an hour on "Animal Education." He held the interest of his audience most closely, making such points as:

Science is objectively descriptive, therefore it

deals with externals.

Life can not be classified or described in the manner of science but must be felt and appreciated.

Therefore life and mind, animal life and animal mind must be studied interpretatively, sympathetically, our own life and mind being our only form of judgment.

Numerous instances cited made clear the point that science as ordinarily understood is a need in

dealing with animal intelligence.

Animal education rests on four or five principles, all of which find expression more or less in human education.

Experience even overrides instinct.

Imitation, conscious and unconscious, is the source of much advance.

Animal parents use methods which seem con-

sciously purposive.

Nature, life and mind are a unit.

Man is brother to the animal, i. e., their life and intelligence and his are out of the same general substance.

After remarks by Mr. Lang, of the School Journal, and Professor DeGarmo, of Cornell, Dr. Long again, at the unanimous desire of the members present, continued his address. So charmed was the audience that a vote of "extraordinary thanks" was tendered him.

#### MORNING SESSION, ALBANY ACADEMY CHAPEL

Announcement of committees.-Nominations: Messrs. Blessing, Calkins and Holcomb. Resolutions: Messrs. Ripton, Shear, Brubacher. Special: Messrs. Wheelock, Ashmore, Harten.

Voted that the club publish a digest of its pro-

ceedings.

Topic of discussion.—The Educative Value of the Various Subjects of the School Curriculum. Professor DeGarmo. See page 291.

MR. LANG. See page 295.
SUPERINTENDENT WILLIAMS: I am very glad that this subject is a broad one. I fear otherwise that I would not know how to attach what I have prepared to say to what has gone before.

The last speaker has stated that the teacher can spiritualize any subject and make it of value or he may rob it of its value. I have been thinking that the value of a subject depends largely upon the pupil. I am willing to admit all he has said concerning the teacher, but I feel that the pupil must not be left out of the account.

At a meeting of the University Club in our city some few weeks ago, one of the members of the Board of Education asked me this question: "Does a subject which a boy likes help him more than one he dislikes? I used to be taught that the subject 1 dislike is the one that helps me most." Is it not true that the attitude of a pupil Is it not true that the attitude of a pupil toward a subject has much to do with the educative value of the subject for that pupil? It is very easy for us as schoolmasters to lay out a delightful scheme of education, but it is quite another thing to make boys take what we lay out for them. I think it is true that modern writers agree that the subject which interests a pupil is the one that gives him the most value; yet, in practice, educators vary widely. The pre-scribed subject supplies very valuable training along a great many lines. It is a good thing for a pupil entering the high school to learn how to work. Application, perseverance, endurance, de-termination are all developed by the pursuit of a subject which is uninteresting to the pupil. Yet these qualities are in a way passive. They are splendid qualities for a football team to possess on the defensive, but they alone will not win games. The active, creative faculties of the mind must be appealed to, and I question if they are developed by a subject uninteresting to the pupil. If the boy gains from his prescribed subject the habit of evasion, satisfaction with partial achievement, and a positive distaste for intellectual and school work, we are pursuing a course of doubtful value when we require him to pursue indefinitely what he does not like. The subject in which a pupil is interested supplies in addition to the desirable qualities before mentioned incentives to originality and the desire for investigation; his enthusiasm and his soul are awakened. I judge that not more than 10 per cent of the boys and girls in our college preparatory high schools are vitally interested in the classics. They study the classics, pass them, do fairly well in them, but the vital interest which leads pupils to study Latin and Greek after leaving school is lacking. Perhaps 20 per cent of the pupils study mathematics with genuine interest. I fear that more than 50 per cent of the high school pupils find little in the academic courses which is of any vital interest to them. If such is the case, we must plan for a wider scope of instruction and a greater variety of practical subjects.

PRINCIPAL SMITH: A topic was given me, "Arms and the Man." It may be taken as an appeal for manual training, for patriotic teaching, for the value of a classical course, or for the broadening influence of literary studies. How many of you have walked through the East Side of New York and thought how little chance the children have to learn useful work. They need to be taught first of all how to get a living, and then how to enjoy life. Even our village boys have not the chance for manual training that nearly every boy of our grandfathers' day had. This need of manual training is emphasized by

the fact that the "practical men" feel a tendency to displace them by young men specially trained in our colleges. The practical man, who begins as an apprentice, has less chance of rising to the top. Again, I could wish patriotic instruction unnecessary; that our boys were so filled with patriotism that they would resent our emphasizing and urging it. But they are not. In this republic we are prone to stand aside and let some one else be the reformer. Our boys need to be trained to be enlightened, active citizens.

In teaching civics and the history on which it depends, we shall find some who have not studied the classic languages and yet appreciate the spirit of these days. But this is rare. A student is much more apt to realize and sympathize with the Roman and Grecian life and institutions if he has been trained in the languages there used.

SUPERINTENDENT SHEAR: I am not on the program, but I have been thinking this morning about another phase of this work, and have been thinking about it for a number of years. The difficulty in our own city is not so much with the relative educational value of subjects as with the relative educational value of topics of those subjects.

Is it not a fact that a great many of the things that are taught in the various subjects might better not be taught? Is there not great waste along that line? In other words, do our teachers every day have due regard for the educational value of the particular lesson in its relation to what has preceded, and what is to follow, as well as in its relation to the other subjects of the curriculum. Is there not a definite point in every lesson which has to do in its relation with everything else which is done, not only on that day, but the days before and the days to come? There seems to be a great waste from the lack of appreciation of the educational value of every individual lesson. This suggestion is thrown out as a corollary of the subject that has been under discussion this morning. If we superintendents and principals and teachers could take up this thought and determine that we would be rational in every recitation, that we would be economical of time, we would get along a great deal better than we are and accomplish more in the school.

I have been firmly convinced for a good many years that, after all, the educational value of subjects is all comprehended in a spiritualization of the program. I want most heartily to say amen to all that Brother Lang has said this morning.

Doctor Warren: Of course those of you who know me, know that I stand for Latin, Greek and mathematics, and that my fad is history; but a light has been slowly dawning upon me for a good many years and it has upon, I think, the headmasters pretty generally as we meet at our Headmasters' Club in New York each winter and discuss these questions. We face the fact that it is vastly more difficult, I may say well nigh impossible, to get boys and girls interested in the study of men through the study of Greek and Latin. It is a vastly more difficult thing than it was forty years ago. Time was when every boy and girl in the United States who had any family behind him or had any hope or expectation believed it was absolutely necessary to start with the civilization of Greece and Rome to understand their own civilization, and they were right. I have discussed that question. They were right about it, but you cannot do it now as you could. The future of Latin, the future of the critical study of the old civilization, depends, of course, upon the high school masters and the academy masters. We have not the public with us. We have not the newspapers with us. We have only the thinking, thoughtful part of the public, and the scientific section of that part of the public do not agree with us. The lawyers generally believe it, but doctors are generally skeptical; the ministers all agree with us. In a manufacturing town they always believe in Latin and Greek and the fewer educated men there are in a community the more they believe in it. Do not misunderstand me. It is true that as far as the more cultured part of a town is concerned, they believe in Latin and Greek, and the fewer college graduates they have the more they everlastingly believe in it.

Now what I want to get at is this. I hope they never get away from this idea. That the

way to study, to get at anatomy, is through the study of the cadaver. You cannot get at civilization through the study of a living language, of a living people. You have got to get hold of cadavers. You have got to get hold of civiliza-tions that were born and died, just the same as

vivisection is no possible substitute for dissection. Now it is not because history is my fad and I love it, nor because I love Latin, but, gentlemen, we have got to face the problem of the study of man, and that is, of course, the greatest of all problems. We have got to get it through English literature and the study of history vastly more than was necessary in the old days of classical study. We have got to keep the classics for the minds that we can keep our grip on, for the boys and girls who have come from certain families or the boys and girls we can get hold of that haven't any family behind them. Keep them to the old training, but for the great mass of our boys and girls it is very unlikely that we can ever get them to study Latin and Greek, but their study of man has got to come through the study of history, of civics and of English history.

## Report of Committees

Special, by Mr. WHEELOCK, Chairman

It has not been easy for me to draft suitable resolutions concerning the death of James Russell Parsons, Jr. I believe that any one of us who have known him for so long would find mere words inadequate to express the things we would like to say. I first met Mr. Parsons at the meeting of the State Teachers Association in Elizabethtown, where he read his paper proposing a uniform system of examinations for teachers. The plan outlined in this paper became the basis of the system that was afterward established by the Department of Public Instruction and which has exerted such an elevating influence on the teaching force of this State. I became intimately associated with him about fourteen years ago, and continued that intimacy up to the time when

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he left the State to take up his work in Mexico. In the early years of this intimate acquaintance he was devoting much of his time to the organizing of the laws relating to the learned professions in this State. Mr. Parsons was clearly the directing force of that legislation, and not only of the legislation, but of the subsequent organization for administration. The regulations and requirements so organized by Mr. Parsons have become models for other States. I may remark as an example of this that very recently the State Board of Medical Examiners of New Jersey have adopted in toto our requirements for the licensing of physicians.

the licensing of physicians.

These are only two instances of very many that might be mentioned that show the far-reaching effect of Mr. Parsons's work in this State.

But while we appreciate the value of his work to education, those of us who have had the good fortune to know Mr. Parsons intimately will remember him rather for his qualities as a man, warm and loyal in his friendships, true to his duty as he saw it, charming all with whom he came in contact by a courtesy that was the natural expression of his nature; who in every relation of life regulated his action by the answer to the question, "Is it right?"

In the name of the committee I present the following resolutions and move their adoption:

WHEREAS, James Russell Parsons, Jr., a member of the Hudson River Schoolmasters' Club, and for many years prominently identified with education in this State, has been suddenly removed by death;

Resolved, That in deploring the untimely termination of his useful life, we hereby record our appreciation of James Russell Parsons, Jr., as a scholar who exemplified in his own life the best aims of education; as an educator and educational organizer, who has left a deep and lasting impression on the school system, not only of this State, but of the entire nation; and as a courteous gentleman endeared to us by many years of most delightful association and personal friendship;

Resolved, That we extend to his bereaved family our heartfelt sympathy;

Resolved, That these resolutions be entered upon the minutes, and a copy suitably engrossed be presented to Mrs. Parsons.

DR. ROBINSON: I second the motion made, and for myself I can say that while I am not lacking in appreciation of, or in admiration for, the great men who have labored in the educational department of this State, and of the great work they have done, I believe that New York has had no man in the department of education superior either in ability or efficiency to our late lamented friend and leader, James Russell Parsons, Jr.

#### Museum, by Dr. ASPINWALL, Chairman

At the last annual meeting the following resolutions were adopted by this Club:

WHEREAS, The New York State Commission to the Louisiana Purchase Exposition has installed a most complete and systematic exhibit of all New York State's educational activities; and

WHEREAS, The time seems ripe for the establishment of a pedagogic museum at the Capitol;

Resolved, That we recommend to the Education Department to secure this educational exhibit of the New York Commission for the nucleus of a permanent pedagogical collection to be located in the Capitol at Albany;

Resolved, That a committee of three be appointed to present these to the New York State Commission and to other State associations if deemed desirable.

Following these instructions your committee, which consisted of Dr. Taylor, Prof. Burris and myself, met Dr. Draper and presented to him these resolutions. He responded very heartily in favor of the general idea, but he believed that for the present the New York exhibit would perhaps be put to the best use if sent on to the Portland Exposition. This was done, and Mr. Ellis last night reported on the condition of that exhibit, which is now here in the freight yard awaiting the adjustment of charges. He has turned it over officially to the Commissioner. He has also secured the right from the Superintendent of Public Buildings to the use of the Senate Corridor for the installation of this exhibit as soon as it can be arranged.

Your committee has further sought to spread the interest in this movement by various articles which have appeared in the local press and in AMERICAN EDUCATION; and it is their belief that from this beginning there will grow an educational museum which will be an exceedingly valuable addition to the educational equipment of this State

Voted, To accept the report and to continue the committee in power, to stimulate interest in the museum.

#### Nominations, by PRIN. BLESSING, Chairman

President, Superintendent W. A. Smith; vice-president, Frederick C. Hodgdon; secretary, H. L. Taylor; treasurer, C. N. Cobb; executive committee, Charles S. Williams, Edward Hayward, A. R. Brubacher. Nominations confirmed.

#### Kesolutions, by DEAN RIPTON, Chairman

WHEREAS, The present meeting of the Hudson River Schoolmasters' Club has been a source of unusual inspiration and pleasure, both at the evening and morning sessions; therefore, be it

Resolved, That the thanks of the members be extended to Dr. Long for his unique, scientific and stimulating revelations of nature, and for his extreme patience with perhaps an over-insistent audience, and to Dr. De Garmo and Editor Lang for their very thoughtful and able presentation of a subject so important and of such vital interest to every member of the teaching profession. These men are eminent specialists in their particular lines; they are busy men upon whom large responsibilities rest, hence our increased obligation to them for the courtesy of their presence. Voted.

Resolved, That we extend to Principal Warren our thanks for the use of the Albany Academy for the morning session, and for the many courtesies extended to us as individuals. Voted. Treasurer's Report. Presented by C. N. COBB, and approved.

#### Receipts

| Balance reported April 29, 1905<br>Dues, April 29 to December 9, 1905<br>Expenses returned by Dr. Stryker | 64       | 50 |
|-----------------------------------------------------------------------------------------------------------|----------|----|
|                                                                                                           | <u> </u> |    |

\$342 88

#### Expenses

| • '                               |       |    |
|-----------------------------------|-------|----|
| Winifred Jones (music)            | \$25  | 00 |
| Rockwell & Son (guests' expenses) | 15    | 10 |
| President Hadley's expenses       | 15    | 00 |
| President Stryker's expenses      | IO    | 00 |
| C. M. Cole (clerical services)    | 19    | 90 |
| Cluett & Sons (moving piano)      | 5     | 00 |
| A. H. Clapp (book for treasurer)  | 2     | 15 |
| Postage for secretary             | 5     | 00 |
| Postage for treasurer             | 2     | 96 |
| C. F. Williams (printing)         | 20    | 13 |
|                                   | \$120 | 24 |
| Balance                           | 222   | 64 |
|                                   | \$342 | 88 |

Report of the Executive Committee, by the Secretary

#### Recommended for Membership

J. D. Burks, Principal Training School, Albany. Frank Bond, 3 North College street, Schenectady.

Delancey M. Ellis, Education Department, Albany.

George S. Ellis, Principal High School, Cana-joharie.

George M. Elmendorf, Principal High School, Schaghticoke.

Rev. E. M. Fairchild, 20 South Pine avenue, Albany.

John T. Freeman, Superintendent of Schools, Schenectady.

C. L. Harvey, Principal High School, Hoosick Falls.

William C. Holbrook (Henry Holt & Co.), 29 West Twenty-third street, New York city.

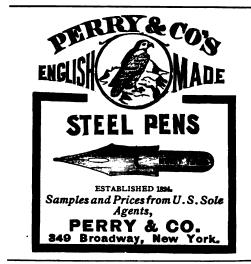
Granville B. Jeffers, Principal Training School, Schenectady.

Ernest I. Merritt, High School, Gloversville. William H. Weich, High School, Schenectady. *Elected*.

#### New Business

WHEREAS, The Club has determined to publish its proceedings;

Voted, That the matter of printing the semiannual proceedings be referred to the secretary 100 Business Envelopes neatly printed with paid for only 25c; 250 for 5oc. Note Heads, Statements, Cards, etc., same price. School printing of all descriptions: Price list free. DAIM ARU BAZAAR, Drawer 2, Sta. K. Washington, D. C.



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#### Members Present at Morning Session

Messrs. Adams, Aspinwall, Benjamin, Blessing, Bond, Bothwell, Bradley, Brubacher, Bugbee, Burgin, Burks, Calkins, Coulson, Cobb, Cox, Edwards, Ellis, Elmendorf, Estee, Fairchild, Fassett, Fenton, Freeman, French, Fry, Gardner, Harten, Harvey, Hayward, Holbrook, Hotchkiss, Howe, Husted, Jeffers, Jouett, Jones, Kneil, Lavery, Le Suer, Lynch, Milne, Meritt, Morey, O'Brien, Ripton, Robins, Robinson, Rockwell, Rowell, Scudder, Severance, Shannahan, Shear, Smith, E. E., Smith, W. A., Taylor, Strong, Thomas, Walrath, Warren, Wheelock, Wight, Williams; also twenty visitors.

Adjourned 12:30 P. M.

H. L. TAYLOR, Secretary.

#### **NEW YORK STATE**

#### THE HOLIDAY CONFERENCE

The Syracuse educational conference of 1905 was characterized by the important utterances of Commissioner Draper concerning the plans and ideas of the State Department of Education in reference to better supervision of rural schools, the enforcement of the compulsory education and child labor laws to decrease illiteracy, the improvement of the secondary schools and their closer relation to the colleges, the education of convicts and problem of establish-ing trade schools for the boys and girls who cannot go to high school or college. This last topic was treated in a comprehensive manner at the opening session by First Assistant Com-missioner Howard J. Rogers, who emphasized the importance of practical training of boys and girls for industrial and commercial duties. Intense interest was manifested also in the papers of Assistant Commissioners Goodwin and Downing regarding the improved course of study contained in the new syllabus.

The annual address to the members of the State associations was delivered by President Jacob Gould Schurman of Cornell University, his subject being "Our National Greatness." In his introductory remarks he advocated the appointment of teachers on merit alone, fixed tenure of office, promotion for efficiency and pensions, making a program based on justice, common sense and expediency.

Declaring that the higher elements of life, whether individual or national, have a physical basis, President Schurman made a strong defense for football, saying that college athletics have been an effective antidote to effeminate weakness, to low vice and to foolish disorder and rowdyism, and that they have made it possible to govern, by the development of an esprit de corps, thousands of students in a single university, year after year, without the help of jury, court or policeman. He recommended, however, a modification of the rules, particu-larly in reference to "slugging" and commercialism.

The speaker next considered the question of national greatness, saying that it was not physical resources and that bigness was not greatness. Modern civilization, he said, was derived from Rome, Athens and Jerusalem. Yet Athens never had a population of more than 125,000, and on the map of the world Greece could be blotted out with the point of the forefinger. The war between Japan and Russia was cited as an illustration of greatness against bigness.

He believed that Americans have a better knowledge of facts than any other people, ancient or modern, but that the intelligence of the people is of the newspaper order, superficial, inaccurate, chaotic and ill-digested. "In comparison with the Athenians, we are little more than half developed on the side of our rational

and artistic capabilities.

President Schurman ascribed the lack of these qualities in Americans to the fact that the nineteenth century was taken up with subduing a continent. He thought that the twentieth century should be devoted to the training of children

in the ideals of truth, beauty and excellence, and advocated the study of the best in English litera-"The moral character of a people is the

culminating criterion of its greatness.

Many excellent papers were read at the sectional meetings and material was furnished for frequent and beneficial discussions. special interest were the discussions on Principal J. L. Bothwell's paper on "The Incorrigible Boy;" Supt. Henry P. Emerson's paper on "English in the Grades," in which the methods of teaching grammar brought out some decided opinions; W. H. Lewis' paper on "Methods in Teaching Literature;" and Charles W. Evans' discussion of "What the High Schools Should Demand of the Colleges."

Officers for the various associations were

elected as follows:

elected as follows:

Academic Principals: President, Milton J.
Fletcher, Jamestown; vice-president, Superintendent Avery Skinner, Oneida; secretary, Principal W. J. Dean, Palmyra; treasurer, Principal A. B. Vossler, Deposit; executive committee, Principals L. H. Carris, Freeport: W. S. Knowlson, Poughkeepsie; H. S. Russell, Oswego.

State Teachers' Association: President, Dr. Charles O. Dewey of Brooklyn; vice-presidents, Sylvester R. Shear of Kingston, Katherine D.

Sylvester R. Shear of Kingston, Katherine D. Blake of New York, S. McKee Smith of New Brighton, Myra L. Ingalsbee of Hartford; secretary, Lyman A. Best of Brooklyn; assistant secretary, Richard K. Piez of Oswego; treasurer, W. H. Benedict of Elmira; assistant treasurer, Charles O. Richards of Solvay; transpotation agent, James H. McInnis of New York; superintendent of exhibits, R. A. Searing of North Tonawanda; executive committee, F. D. Boynton of Ithaca, Henry P. Emerson of Buffalo.

Grammar School Principals: President, C. W. Blessing of Albany; vice-president, Miss Caroline Cooper of Elmira; recording secretary, William A. Mackey of Buffalo; corresponding secretary, Miss Anna A. Green of Troy; treasurer, W. B. Chriswell of Niagara Falls; members of the executive committee, for three years, H. E. Barrett of Syracuse, De Forest Preston

The Nature Study Section of the New York State Teachers' Association closed a very interesting and instructive session by re-electing Colonel S. P. Moulthrop of Rochester as president. Miss Riley of Malone was chosen as

of Brooklyn.

Art Teachers' Club: Miss Charlotte Stoddard of Syracuse, president; Miss Katherine Sandres of Auburn, vice-president; Miss Cornelia Moses of the Syracuse High School, section of the Syracuse High School, section of the Syracuse High School, section of the Syracuse Product of the Syracuse Product of the School of the Syracuse Product of the Syracuse Product of the Stody of the Syracuse Product of the Syra retary and treasurer, re-elected; executive board, Miss Lucy Ward of Elmira, R. K. Piez of the Oswego Normal School and Miss Helen E. Lucas of Rochester, the retiring president. It was also voted to join the New York State Federation of Women's Clubs.

Classical Teachers' Association: Classical Teachers' Association: President, George P. Bristol, Cornell University; vice-president, F. R. Parker, Cortland Normal and Training School; secretary, Marshall W. Downing, Syracuse High School; executive committee, Hiram H. Bice, Dewitt Clinton High School, New York city; Miss Marion Pratt, Schenectady High School.

English Teachers' Association: President, Eugene D. Holmes, Albany; vice-president, E. W. Smith of Colgate Academy, Hamilton; secretary, Miss Preston of the West High School,

Observations

Hurrah for Draper!

All admired his frankness.

President Butler of Columbia was there, an interested spectator.

President Schurman scored a touchdown for the retention of football.

Superintendent Emerson has some decided views on the subject of teaching grammar.

There were enough college presidents present to warrant their forming an organization.

The sessions closed with the federation plan still undecided. Federation will come some day.

Those who failed to hear Prof. L. H. Bailey and "Uncle John" Spencer speak at the meeting of the Nature Study Club missed some-thing really worth while.

Commissioner Downing said that allowing boys to pass up two years' examinations in one year was dishonest, because the boy had not received the necessary amount of training.

The New York State Science Teachers' Association passed a resolution heartily favoring the adoption of the bill now pending before Congress that would place the metric system in the United States government service.

Principal Evans of East Orange, N. J., attacked the college entrance requirements in one of the clearest and strongest addresses presented during the conference, holding that they were too great in quantity and too technical in quality.

"We are glad to have you with us," said Chancellor Day, "and we judge from your com-ing, year after year, that you are glad to be here. We welcome you to a goodly city. We have pure water, a remarkable climate, great schools, a million-dollar Court House, and are trying to get a Postoffice. We have noble hospitals and fine stores. We have a canal, so people can go away slowly. They come back on the Empire State Express."

Better supervision of the rural schools is the watchword of the Department of Education. "We ought to be interested in finding ways of doing things for the rural schools," said Dr. Draper. "Half the teachers and half of our prominent men started in the country schools. Do not think that because a school is little it is no good. Supervision in the country districts is inadequate and much depends on supervision. I do not mean to reflect upon the commissioners but upon the system. The law does not exact any special qualifications for a school commissioner. They are changed about every three years and before they get really familiar with their duties and the situation, new ones are elected.'



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#### OBITUARY .

#### JAMES RUSSELL PARSONS, JR.

The lamentable death in the City of Mexico of James Russell Parsons, Jr., removes a man who had a genius for public service. He was fond of educational pursuits and his abilities were soon recognized by the State Board of Regents, and he was made secretary of that body. His great executive power attracted the attention of President Roosevelt, who became well acquainted with Mr. Parsons during the former's term as governor. When the unification act went into effect, the President appointed Mr. Parsons as consul general to the City of Mexico, where he was doing an effective work when life was so suddenly taken from him. It is reported that just before his death Mr. Parsons had declined a diplomatic office abroad because he felt that he could not leave his work in Mexico unfinished.

Mr. Parsons was born in Hoosick Falls in 1861, and was graduated from Trinity College with the class of 1881, of which he was valedictorian. Two years later he received the degree of A. M., and in 1902 the degree of LL. D. was conferred upon him. From 1888 to 1890 he was United States consul at Aix-la-Chapelle. In 1890 he held the position of inspector of secondary schools for the University of the State of New York, during which time he was also inspector of teachers' training classes under the New York State Department of Public Instruction. Afterward he became a director of examinations for the University of the State of New York. In 1900 he was made secretary of the University. As a writer upon educational topics, he was the author of works upon Prussian, French and American schools. He wrote the "Regents' Academic Syllabus" and "Professional Education in the United States," a monograph for the Paris exposition.

#### COUNTIES

Albany.—Eugene D. Holmes, head of the English department of the Albany High school, has edited a selection of Emerson's essays and addresses. Professor Holmes was assisted by Miss Jean Cole.

William G. Van Zandt has been appointed assistant supervisor of drawing in the public schools of this city, and Miss Elsie Le Grand Cole and Miss Edna Wensley have been appointed assistant teachers in the High School.

The Albany Alliance Francais has offered a

The Albany Alliance Francais has offered a gold medal to the pupil who makes the best record in the study of the French language during the year.

On the recommendation of Superintendent Cole the board has ordered twenty-five copies of each of the following books to be put into every school in the city: Grimm's Fairy Tales, Blodget's First and Second Readers, and "Around the World," a book of travels. The books are for use in a supplementary reading course to be carried out in all the schools.

Broome.—Principal J. L. Lusk of the Union Endicott High school gave an address before

the Farmers' Institute at Union Center recently, in which he advocated the teaching of agriculture in the elementary and high schools. Professor Lusk was a strong advocate, while school commissioner twelve years, of teaching patriotism in our schools, and had begun to advocate the teaching of agricultural science to our boys and girls "to the end that our children may be inspired with greater love for our domestic and agricultural economy." He favors having an agricultural college graduate in charge of agricultural subjects in every well arranged high school, and the expense borne largely by the State, the work to count toward graduation from the high school course.

The Binghamton city charter requires that the board of education shall fix a rate of tuition for pupils over twenty-one years of age. This point was discovered in connection with the organization of the night school, but the fee has been made five cents a term so that no one will be embarrassed. If at any time the school should be overcrowded by pupils over twenty-one years of age the board will have to raise the fee or increase the school facilities.

Cattaraugus.—A meeting of the Teachers' Association of the third district was held at Dayton December 9th. The officers were Robert W. Hughes, president; Merta E. Price, vice-president; Margaret Carpenter, secretary-treasurer. Principal K. L. Thompson read a paper on "Teaching Pupils How to Study," and Principal Charles Van Housen spoke on "The Teaching of History in the High School." The teaching of English was discussed by Principal F. E. Matthewson, Ruth W. Prescott, Mary E. Keating and Hazel Soule.

Chautauqua.—The second annual meeting of the Schoolmasters' Club of Chautauqua county was held at Jamestown November 24th. After the banquet Superintendent Rogers called the meeting to order and introduced Dr. Palmer of the Fredonia Normal school, who gave the address of the evening, his topic being "The Place of the State in Education." Dr. Palmer gave a very strong paper, and outlined very clearly the place of local authority as contrasted with the powers of the State authorities in controlling the educational policy of a community. He said that "human relations are not so simple as to allow us easily to classify obligation and author-ity." In developing his subject, Dr. Palmer referred to the human relationship of the parent and child, the social relationship of brothers and sisters in which rights and duties are mutual, and the social relationship of the community where rights and duties are mainly determined by agreement. In taking up the question of the part the state had to play in education, he said "that every child has as clear a right to demand the development of his powers of mind as his bodily powers, and it is the duty of the parent to see to it that his demand is met. Thus this question rests on two quite independent claims. But there are limitations which should be set to State control. The right and duty of the State to control are not absolute. The right and duty of the parent are the higher, and are recognized up to the time the child begins a community life and are not interfered with after

that time if the parent will fit the child for the responsibilities of the community life that awaits it. Right, expediency and interest unite to fix limitations to State control of education. It is a natural duty of the State to provide for the education of the young in those things that belong in common to community life and good citizenship, and beyond this the State must condemands of the general welfare." The paper was discussed by Professor Dana of the Fredonia Normal school, Principal Fletcher of Jamestown, Superintendent Wiley of Dunkirk, Professor Jewett of Fredonia and Mr. Jenks of Jamestown, The regular business meeting of the School. The regular business meeting of the School-masters' Club will be held next May and the third annual meeting and banquet will be held at Dunkirk in November, 1906.

Columbia.—The new school commissioners for the county are Randall N. Saunders, Claverack, 1st district; A. Porter Darrow, Chatham, 2d district.

Dutchess.—Poughkeepsie has 60 enrolled in the Free Evening school. Supt. Smith and his teachers have been doing a philanthropic work among the poor of the city. In his report for December, Mr. Smith says: "Every winter we have faced the proposition of shoes and clothing to enable the many poor children in our city to attend school. We felt that, with a fund in our possession, we could do this work systematically, and we issued a call for the principals and laid the plan of a series of entertainments before them, to this end. Principals and pupils re-sponded nobly, and we have already begun the distribution of shoes and clothing, and children who have been out for weeks are again in their seats in the schoolroom." At Thanksgiving time the spirit of giving spread among the pupils, who delivered many baskets of good things to poor families. At one school the children have raised enough money by a candy sale to furnish a room for the use of parents and teachers.

Erie.—Buffalo has a woman truant officer or "attendance officer" as she calls herself, whose duties consist chiefly of looking up truant girls who frequently absent themselves from school, in many instances without sufficient cause. The Times of Dec. 5 contains an interesting account

of her experiences in this work.

The Women Teachers' Association has secured Edward Howard Griggs to give a course of lectures at the Chapter House. Moral Leaders from Socrates to Tolstoy is the general topic of the lectures. The first will be given on January 4th and the subject will be The Function of the Moral Leader. Mr. Griggs will use Socrates as an illustration of his theme. Saint Francis of an illustration of his theme. Saint Francis of Assisi will be the subject of the lecture on January 11th and on January 18th, Victor Hugo. Carlyle will be the subject on January 25th. Mr. Griggs will speak on Emerson on February 1st, and on February 8th on Tolstoy.

Monroe.—Since the early part of last June workmen have been busy tearing out and re-modelling a large part of the oldest of the Normal school buildings at Brockport. This work is now completed and the new parts will soon be

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occupied. The part of the building which has been under repair is the portion formerly occupied by the dormitories, which have been out of use for several years. This space includes the second and third stories of two wings, 75 feet long by 35 feet in width, and a central part 50 feet by 60 feet. The entire central portion, including both second and third stories, is now given over to a library, with a floor space of 46 by 56 feet, over which there is a gallery eight feet in width which extends around the entire room. This room is to be handsomely furnished up with the necessary library furniture, and lighted with electricity, for it is the intention of those in charge to open the library for the use of students and others several nights during the

Extensive repairs have just been completed on the Spencerport High school, so that it now has modern facilities. At a recent meeting of the board of education a resolution was adopted making military training a prescribed subject in the curriculum. The High school here is the only public school in the State where military drill is prescribed, or where there is a uni-formed company. Certificates will be issued to those cadets who attain proficiency both in their studies and the military drill.

Nassau.—Baldwin has voted \$14,500 for an extension to its school house. It is reported that Mrs. Clarence Mackay of Roslyn has offered to head a subscription list with \$500 to secure the new Normal school for Long Island, at Mineola. A number of representative school principals of Nassau and Suffolk counties met at Freeport, December 16th, and organized the Nassau-Suf-folk Schoolmen's Council. A constitution was adopted also. The officers chosen are: President, Principal Boutwell, of Amityville; vice-president, Principal Carris, of Freeport; secretary-treasurer, Principal Chase, of Huntington.

Niagara.—More school houses are needed at Niagara Falls, and it is expected that the board will ask soon for an appropriation for two new buildings. The children in the various grades at Niagara Falls have been keenly interested in a spelling contest, the board of education having offered pictures valued at \$40, which will be hung in the classroom of the victors in the final contest. Other schools in the State might follow this plan to advantage. Unless pupils learn to spell in the grades, they will never know how to spell correctly. The spelling done by pupils and teachers is not so good that it will not bear improvement.

Oneida.—Charles J. Vrooman of Racine, Wis., has been elected by the Utica school board for the principalship of the Mary Street school, made vacant by the selection of Principal Warren as superintendent at Ilion. Mr. Vrooman is a graduate of Union college, class of '98.

Orange.—The board of education at Port Jervis has adopted Colton's Zoology for use in the schools.

Rensselaer.—M. J. Kling of the Troy public schools spoke at the recent institute held at Ballston Spa. His subject was, "Some Neglected Essentials in Modern Education," and was

well received. Among other things he said: "I think we teach subjects, not pupils. We should assist in the unfolding of the mind of the child. We do not ask a child to develop his own ideas, but to remember the ideas of the teacher or those derived from books. The tendency to impart facts is having a lamentable result, and our business men say the pupils have barrels of knowl-

edge, but only ounces of sense."

Supt. Sawyer of Lansingburg, in his report for December, says his schools were among the very first in the State to act upon the suggestion offered in the new syllabus on the importance of furnishing a good list of books for sup-plementary reading. The work was begun in

Lansingburg many years ago.
The Troy Teachers' Association has elected the following officers for the year: N. A. Cronin, president; Sara Londy and Mary A. Ashton, vice-presidents; Frances J. Galvin, corresponding sec-retary; Mary L. McKanna, recording secretary; Evanetta Hare, treasurer. A committee has been appointed to draw up a pension bill for intro-duction this year in the State legislature. Dur-ing the year lectures have been given by Dr. E. J. Goodwin, Dr. Edward F. Bigelow, Dr. W. P. Mason and Dr. A. S. Draper.

Warren.—The tax rate of Glens Falls for the ensuing year is .0094. This is four-tenths of a mill larger than last year, the increase being due to a small raise in teachers' salaries.—The Warren County Teachers' Association held a very Warren County Teachers' Association held a very successful meeting at Glens Falls, November 25. The program follows: The Advantages and Disadvantages of the Batavia System, Supt. E. W. Griffith, Glens Falls; The Relation Between the College and the High School, Prof. Edward Ellery, Union University; The Necessary Educational Qualification of a High School Graduate to Prepare for a Business Career, Mr. James A. Holden, President of Board of Education, Glens Falls; The Teaching of Design in Drawing in the Grades Below the High School, Miss Lephe Kingsley, Supt. of Drawing, Glens Falls; How Shall We Teach Arithmetic and What Should be Taught? Sherman Williams; What Shall We Teach in Geography? Prof. A. P. Brigham, Colgate University; The Regent's Syllabus in English, by a member of the State Education Department. Executive committee: James A. Barkley; ment. Executive committee: James A. Barkley; Hubert W. Hess, A. B.; Com. Frank M. Starbuck; James L. Fuller, M. D.; Mrs. Carrie S.

Westchester.—The Mount Vernon board wishes an appropriation of \$65,000 to erect a building for the use of the Commercial school. board of education rooms and a gymnasium.

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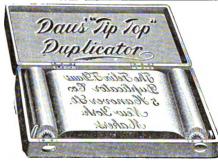
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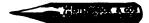
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#### STATE DEPARTMENT OF EDUCATION

The annual meeting of the State Board of Regents was held in Albany, December 15. Commissioner Draper called attention to the death of James Russell Parsons, consul general to Mexico, and lately the secretary of the Board of Regents. He presented an appreciative biography of Dr. Parsons, with many expressions of tribute to his character. A minute was adopted by a rising vote and the whole statement by Dr. Draper, with the minute, was ordered to be published separately by the board as a monograph of the deceased.

#### Committees for Year Named

The committees of the board for the ensuing year were then appointed by the vice chan-cellor, who, under the laws, is himself a member of each one of the committees. They are as follows:

Charters-Regents Sexton, Beach and Lauterbach.

Elementary education-Regents Shedden, Nottingham and Francis.

Secondary educ Philbin and Smith. education—Regents Nottingham.

Higher education—Regents Francis, Sexton and Gardiner.

Educational extension-Regents Philbin, Nottingham and Shedden.

Examinations—Regents Beach, Lauterbach and

Philbin

The State Library—Regents Sexton, Smith and Nottingham.

State science work and State museum—Regents Smith, Beach and Shedden.

Finance-Regents Beach, Smith and Gardiner.

Legislation-Regents Lauterbach, Sexton and Francis.

Law-Regents Gardiner, Beach, Sexton, Not-tingham, Lauterbach, Philbin and Shedden.

#### Education Department Building Needed

The attention of the board was called to the necessity which the Legislature and the various executive departments of the State realize of an educational department building separate from the State Capitol, which is greatly over-crowded. The Education Department, with its many divisions, and with its hundreds of empoyes, is now scattered through far separated stories of the Capitol and is further diffused through rented structures in Albany. The intention is to ask the Legislature for authority to build a separate structure exclusively to be devoted to the uses of the Education Department.

#### New State Librarian

The board confirmed the nomination by Superintendent Draper of Edwin H. Anderson to be State Librarian, and was assured of his acceptance. He will begin his duties on the first day of next year.

Dr. Anderson is one of the best known younger men in the library field of the United States. He is a native of Indiana, where he was born in September, 1861. He was graduated from the A. B. course of Wabash College in 1883, and later received the A.M. degree. In 1891

he completed the course in the New York State Library School. His first position upon leaving the Library School was that of cataloguer in the Newberry Library, of Chicago, where he remained for two years. He was then called as librarian to the Braddock Library, Pennsylvania, where he remained till 1895. In that year the Carnegie Library of Pittsburg elected him its head, and he remained there for ten years. During that time Mr. Anderson was ten years. During that time Mr. Anderson was closely associated with all the great library interests both in this country and abroad, served on the executive committee of the American Library Association, and became one of the authorities of the library world.

Under his administration the Pittsburg Library became famous for its administrative excellence and its thorough appreciation of the wants of and its thorough appreciation of the wants of the public, serving as a model for similar libraries in cities of equal or greater size, and when a year ago Mr. Anderson severed his connection with the Pittsburg Library and en-gaged in business it was felt that library interests in general had suffered a loss. The statement is made that it was only after much persuasion and a thorough appreciation of the possibilities afforded by the headship of the New possibilities afforded by the headship of the New York State Library that he was induced to reenter the library field.

#### State Normal College

Important action was taken by the Regents concerning the reorganization of the State Normal College. Under the plans as adopted, the college is to be reserved hereafter for the training of teachers for high and normal school work and for the development of such officials as Superintendent of Schools and the like. The college, it was determined, should discontinue all courses of study designed to prepare teachers for the elementary schools. Its scope as a college was also enlarged so that it may give the degrees given by all regular colleges.

It was determined that all courses of study designed to prepare teachers for the elementary

schools be discontinued.

That the requirements for admission to the college shall be substantially the same as those laid down by the other eastern colleges of good standing.

That the college be authorized to establish a four-year course of studies in the liberal arts

and pedagogics.

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the first two to be given on the satisfactory completion of a four-year course, the third to be conferred only upon college graduation after

a year of post-graduate study.

That the appropriations for the support of the college be enlarged so that the faculty may

be reorganized and strengthened.

Frank M. Gilbert of Albany has been appointed law librarian of the State Library. Mr. Gilbert was a clerk in the office of the Statutory Revision Commission. Mr. Gilbert is a son of Judge Gilbert of Delaware county, a graduate of Hamilton college, class of 1889, and was admitted to the practice of law in 1891. In 1901. Mr. Gilbert was appointed by the speaker of the House and the president pro tem. of the Senate to act as attorney to aid in the preparation of bills for introduction into the Legislature and has so continued until the present time. As a writer on law topics, Mr. Gilbert has occupied a very high position in the legal fra-ternity. In the fall of 1895 Mr. Gilbert was appointed to a lectureship at the Albany Law School, a position which he now holds. He entered upon his duties as law librarian Janu-

James I. Wyer, Jr., of Lincoln, Neb., has been appointed reference librarian in the State Library. Mr. Wyer is 36 years old and was educated at the University of Minnesota. He has been favorably known as a writer and lecturer on library subjects. Mr. Wyer during the last year has been engaged as a lecturer at the last year has been engaged as a lecturer at the

New York State Library School.

Under the appropriation of \$10,000, made by the last Legislature for lecturers and farmers' institutes, Commissioner of Education Draper has made, from the civil service eligible lists, the

following appointments:
Samuel J. Preston, formerly Superintendent of Schools of Plattsburgh, Edwin F. McDonald, formerly an inspector in the Education Department, Jeremiah M. Thompson, formerly Superintendent of Schools of Penn Yan, N. Y. The

salary of each position is \$2,500.

Alfred W. Abrams, formerly Superintendent of Schools of Ilion, has been appointed an inspector in the Education Department at a salary of \$2,500, and Winfield A. Holcomb, School Commissioner for the Second District of Chauser appointed on inspector tauqua county, has been appointed an inspector at a salary of \$2,000.

The Appellate Division of the Supreme Court, in an opinion written by Justice Williams, sustains the decision of State Superintendent Skinner in the Lima school case. The case has created unusual interest, as the plaintiff is a nun, seeking to establish her right to teach in the public schools while garbed in the dress of her religious order. Justice Williams holds squarely against her, and she has again appealed to the Court of Appeals from the court's de-

The State Library has just issued a Yearbook of Legislation, containing the three annual legislation bulletins.

The first of these is a digest of governors' messages, including related topics in the president's message. Important recommendations are briefly digested and topically arranged.

The second bulletin is the index of legislation, briefly indexing or summarizing 2,190 laws and

constitutional amendments.

The third bulletin is a review of legislation made up of the contributions of 40 specialists from all parts of the country, each reviewing the year's progress in his particular field. Notable articles are those of Dr. C. E. Merriam, professor of political science at Chicago University, who reviews legislation relating to state government, lawmaking and elections; of Dr. Charles V. Chapin, superintendent of public health, Providence, R. I., who discusses public health and safety regulations; of E. Dana Durand of the U. S. Bureau of Corporations, who writes on corporation laws; of Dr. John A. Fairlie, professor of administrative law at the University of Michigan, and Dr. Delos F. Wilcox, secretary of the Civic Club of Grand Rapids. who write on municipal governversity, who reviews legislation relating to state Grand Rapids, who write on municipal government; of Prof. Frank A. Fetter of Cornell University, on taxation; of Dr. Adna F. Weber, chief statistician of the New York State Department of Labor, on labor legislation; and of Dr. W. D. Bigelow of the U. S. Bureau of Chemistry, on food adulteration.

A decision of considerable importance regarding the transportation of children in rural dis-tricts has just been rendered by Commissioner Draper. He has sustained an appeal taken to his department by Henry Nulty, that provision he made for the transportation of his child from his home in School District No. 7 of the town of Easton, Washington County, to District No. 5 of the town. Trustee George W. Van Buren, of District No. 7, is directed to call a special meeting of the district to arrange for revisiting the processory transportation for the providing the necessary transportation for the children of the district attending the school in District No. 5, and also to order an appropriation to cover the expense of the same, or failing to do so, he is directed to report to the State Department and to immediately open a school-house in District No. 7, as provided by the consolidated school law. The latter district for several years has contracted with District No. 5 for the education of its children, and in Nulty's case the school is located four and one-half miles from his home, which means that his seven-year-old son would have to walk nine miles to school daily. The district voted \$10 compensation to the parents of pupils for their transportation to the school in the other district, but this arrangement is condemned by the commissioner. who says it was not intended under the law that any such plan should be followed. School districts that are willing to provide suitable transportation should not operate under the contract law, the commissioner says, but should maintain a home school. The department will refuse to approve any contracts similar to this one unless proper provision is made for the children's conveyance, or unless the distance from the homes of the school children to the schoolhouse at which they are expected to attend under the contract is not too great for them to walk to and from school daily.

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GREAT BARRINGTON, MASS.—I am very much pleased with your prompt action in recommending a principal for the Housatonic schools. I telephoned you at 9 A. M., received a telegram from you at 10:30 and at 4:15 was visited by your candidate. He was finally chosen out of a list of thirty-five who applied for the place. It is worthy of note that he was the only candidate presented by your agency, and he has proved by his work that he is the right man in the right place. H. Dressel, Jr., Superintendent of Schools, Dec. 15, 1905.

Pemberville, Ohio.—We have decided to employ Mr. Perry D. Clark as principal of our high We were well pleased with the recommendation you gave him, and I assure you we will do all we can to make his work a success. C. P. Smith, Clerk Board of Education, May 23,

ALTOONA, PA.—The election resulted in favor of Mr. Ernest Lonis of Oswego, N. Y., as teacher of manual training. We wish to keep the papers of Mr. Lonis for some time yet and will return them to you later if you so desire. I wish to thank you for your interest and for the thoroughness shown in looking up the qualities of your men. I believe Mr. Lonis will prove all that we expect of him, and thank you for bringing him to us. C. E. Karlson, Supervisor, June 15, 1905.

SALEM, S. D.—Enclosed we return your recommendations and advise you that the Board of Education have elected and contracted with Mr. Stackpole for the position of principal of the Salem schools for the ensuing year. I thank you for the courtesy you have shown the Board. P. W. Scanlan, Clerk Board of Education, June

17, 1905.

KINGSTON, N. Y.—I am pleased to announce to you that we last night elected Mr. Boyce principal of School No. 6 in our city. I am certain we have made no mistake. Thanking you for sending Mr. Boyce to us, S. R. Shear, Superintendent of Schools, July 1, 1905.

NORTH BENNINGTON, VT.—I write to inform

you that we have elected Mr. A. M. Jones, for-merly of Winooski, Vt., to the principalship of our schools for the coming year. Thank you for your interest in the matter. Geo. B. Welling,

C. K. Staudt, A. M., July 25, 1905.

BARBOURVILLE, KY.—I inform Miss Katherine Sutphen of Albany, N. Y., by this mail of her election as music teacher in Union College. Your unqualified indorsement is the greatest factor in her selection. Thank you for your assistance. James W. Easley, President Union College, July

MIDDLEBURY, VT.-Miss Margaret Chase came here Wednesday and we engaged her as assistant in the high school. I thank you for your assistance in the matter. E. H. Martin, M. D., Clerk

of School Board, July 28, 1905.

RICHMOND, KY.—I have just closed with your man, Mr. A. E. Bardwell, for the English and History position. James T. Barrett, Principal, The Walters School, Aug. 4, 1905.

NASHVILLE, MICH.—We hired Miss Updyke, recommended by you. S. H. Bennett, Superintendent Aug. 2006.

tendent, Aug. 7, 1905.

School and college Officials in search of instructors should communicate with us. Teachers who wish positions should register at once.

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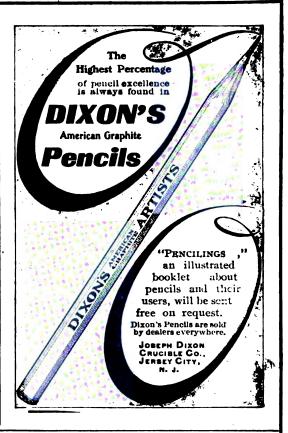
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No. 6

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The mother points to the ancient cradle which held her offsprings, and shouts of patriotism rend the air and flags are borne on high. When, Lo! the fingers of a hand are seen writing in the blue field of an old flag that hangs upon the wall, and this is the writing that is written: BLUE in our flag is an emblem of TRUTH. WITHOUT TRUTH THE NATION MUST FALL.

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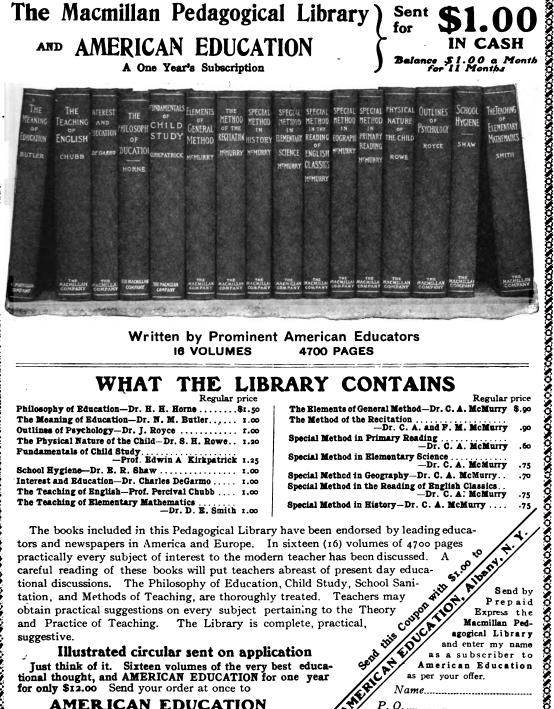
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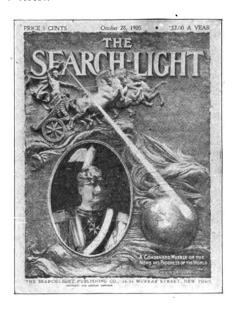
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#### THE USE OF ORAL EXPRESSION IN THE TEACHING OF ENGLISH

HOWARD LAFAYETTE WILSON, STATE NORMAL SCHOOL, RIVER FALLS, WISCONSIN

THE teaching of English has received so much attention within recent years that it has almost become a sort of fetich among teachers; yet this subject must ever remain with us so long as we value clear and accurate thinking. Much that has been said upon the subject has emphasized form to the neglect of content; almost every one who has discussed the subject has assumed as a matter of course that the teaching of language is limited to written expres-Moreover, many enthusiasts have apparently aimed at obtaining from the children of the masses a correct and beautiful literary style, wholly ignoring the fact that only the select few may ever hope to attain to anything like a style that conforms to the canons of criticism. In other words. purists in some cases, enthusiasts in others, and in many cases, persons without any serious convictions of their own who want to be in the popular current in favor of good English, do not consider that a large per cent., probably the larger per cent., of the pupils in the public schools of this country come from homes in which there is practically no culture, and, hence, no regard for the proper use of language; nor do they seem to realize that many of the pupils in these schools come from homes in which a foreign language is spoken and consequently most of their English has been picked up from the streets and from associates whose language is often of the vilest kind. Under such conditions it becomes absolutely impossible to secure even a correct use of English without any of the qualities that are

ordinarily considered necessary to a literary style. The most that our schools may hope to accomplish with pupils whose language has become corrupted, is to eliminate their objectionable words, phrases, and idioms, and to secure approximate clearness of expression for the purpose of clearness and accuracy in thinking.

The fundamental reason for insisting upon the proper use of language must rest upon the intimate relation of thinking and expression. Clear and accurate thinking and clear and accurate expression are mutually dependent. Some eminent scholars maintain that there can be no thought without language. However this may be, it is evident that the process of thinking would be very rudimentary without language. And from this it must follow that the power to think clearly and logically is very imperfect when expression is imperfect. A rude but vigorous speech may serve all practical purposes for original, strong thinking in spite of the fact that society puts a ban upon the individual using it for violating the conventional form of expression. However desirable, correct and even elegant English may be, the mere form of expression is of no value if there is no thought in it. A sort of veneer may possibly be given to language by the imitation of correct models through constant drill, but no permanent power in the use of language can ever be developed without first stimulating thought. Language, therefore, appears to me to be the most important subject taught in our schools, because it is the basis of all thinking, and consequently of all subjects of human knowledge. It is the most important, although not the only means of expression, and it should be cultivated to as high a degree as possible in order that we may have the power of communicating our thoughts, feelings, and fantasies to our fellow beings. From this point of view language becomes an instrument absolutely indispensable to the usefulness and happiness of man, because his very existence depends upon clear, vigorous, and accurate thinking.

#### THE VALUE OF ORAL EXPRESSION

I do not wish to depreciate in the least the value and importance of written language. I simply wish to call attention to the practical value of oral language and to the relation of this form of expression to the written form. It appears to me that too many teachers regard their language work as having to do exclusively with written language; they seem to think that writing is the only use there is for language.

A few persons have such great thoughts, or such beautiful thoughts, that they need to write them down for the benefit of their fellow-men. Many persons use the written language for professional and business purposes, but the great majority of people have less need of written language than is generally supposed. This is not an age of letter-writing; in fact, letter-writing is almost a lost art. The ease with which news is transmitted by telegraph, telephone, and newspapers, obviates the necessity of the masses using the written language extensively. The division of labor appears to operate in this as in all other departments of modern life, and so we have a special class of professional writers while the majority of people busy themselves with other affairs. With the spoken language the case is different; every one needs this to make his wants known and for daily intercourse The humblest laborer with his fellows. needs it as well as the professional man. He may not be able to write a word, but if his life has been enriched by contact with men and affairs, and if in some way he has acquired facility in the use of the spoken language by which he can communicate his thoughts and experiences to others, his influence and happiness are greatly increased Men in the higher walks of life have still greater need of the spoken language. They must use it not only for business and professional purposes, but also for social intercourse. Few ever have the opportunity to judge of the written language of such persons, but all with whom they come in contact may judge of their spoken language. It is but a trite remark that one's speech is an index to his character and a criterion by which his social qualities may by determined.

#### ORAL EXPRESSION MOST EFFECTIVE

Professor George R. Carpenter of Columbia University, says: "The individual must have the power of effective speech. It should be remembered that language is primarily a matter of the voice and of the ear, not of the hand and of the eye. The living language is the spoken language. The written language is merely a conventional form of the spoken language. The more important aim of education in the mother tongue must, therefore, always be the development of power over the spoken language rather than over the written language."

Again, Professor Carpenter remarks that, "Educational theory and practice have in many respects changed our methods and our outlook, particularly in the natural sciences, where the laboratory has supplanted the text-book; but there is danger that in the field of English we shall cling too closely to the old pedantic fashion, and, while throwing stress on written composition, the more unreal and lifeless form of the art, neglect oral composition, which is the art in its human and natural, in its least lifeless and mechanical shape. For, in the first place it is a mistake to conceive of language as primarily written, of the real or standard

language as expressed in visual symbols, and of speech as only artificial, secondary, or derived form. Precisely the contrary is true. \* \* It is only a few who can influence the public by essays or written appeals; many men and women—indeed, almost all in whose lives social, political, or business affairs play any considerable part—influence their fellows by spoken words. In the American republic of to-day, almost as much as in the Grecian republics of two thousand years ago, the acquiring of skill in speech is, for the active citizen, a duty and a necessity."

#### LANGUAGE ACQUIRED BY IMITATION

In addition to the value of oral expression in itself, it may be made a most important aid in the teaching of written language. Vocal expression is instinctive; the infant spontaneously utters cries and various sounds, but it does not spontaneously speak any language, as English or German; it acquires language by imitation. At first the imitation is unconscious, later it becomes conscious. Hence, if correct models, and no others, were kept before children from the cradle to maturity, the problem of language teaching would be solved. But such ideal conditions do not exist, and, therefore, the formal teaching of language in our schools is necessarily concerned chiefly with the correcting of incorrect forms that have been learned in the home and on the streets. And the problem is further complicated by the fact that the school influence compared with the corrupting influences of the home and street in so many cases, is in the ratio of about one to four.

No progressive teacher longer believes that language can be taught by the formal rules of Grammar and Rhetoric. Incorrect forms can be overcome only by the same process by which they were acquired.

There is an intimate relation between the spoken and written languages. No one ever thinks in the written language; on the contrary, in written composition there is a sort of mental process that takes place according to which one's thoughts are translated from the spoken into the written language. On this point Max Müller says: "We do not think in written, but in articulated and sounding words. It is impossible to think in writing without some whispering support of articulation. Written language is not an image of our thoughts, but an image of the phonetic embodiment of thought."

An illustration of this may be taken from the study of a modern foregn language. No one can ever hope to make much progress in the study of a modern foreign tongue until he is able to think in that language. In this, as in the study of one's mother tongue, thought is the basis. All of the rules of the grammar of a foreign language may be mastered and a kind of mechanical skill acquired in written composition, yet so long as thought does not flow freely through a kind of "whispering support of articulation," practically no progress can be made in the mastery of such a language.

#### THE NATURAL METHOD

Recognizing this principle, many teachers of modern languages use what some have called the natural method, which is nothing more than a series of conversations on simple and familiar objects. No rules of grammar are ever referred to, nor is any use made of the written language before the pupil is able to think in the foreign language. In harmony with the same principle it is a well known fact that the easiest and quickest way to master a foreign tongue, it to go to the country whose language one wishes to learn. Under such conditions it becomes necessary to speak the language in order to make one's wants known, and within a comparatively short time the spoken language is sufficiently mastered for all practical purposes; then it is not difficult to use the written language for such thoughts as one has in that language. To attempt to write a foreign language before

one can speak it, is to put together words, words, words. The written form of a foreign tongue must have content before it can be of any practical use to any one, and this content is given it by the mastery of the spoken language first.

The most important steps through which every normal child must pass in the mastery of language are the instinctive cries of infancy, the sounds which are uttered with conscious effort to make known certain wants, the learning of the spoken language of the mother or nurse, the conscious effort to imitate language, the use of the spoken language, and finally the use of the written language. Now, if the written language is forced upon the child before there is sufficient mastery of the spoken language, the result is arrested development. It is just like pinching off the tadpole's tail in order to hasten its change into a frog. The natural way to develop the child's power in the use of language is to give it an opportunity to use the spoken language. Correct habits in language can be fixed only by constant use; the incorrect forms of speech can never be overcome by insisting upon correct written forms. These incorrect forms belong to the spoken language, and they must be overcome, if they are ever overcome, by establishing right habits in the spoken language.

I have observed for a number of years that words and expressions that are habitually used incorrectly in the spoken language are almost invariably written as they are spoken. From time to time I have collected words and phrases habitually used incorrectly in the spoken language and I have found that these are nearly always written as spoken. For example, I have noticed that some of our students say roun for round, ligal for legal, would of for would have and that when they use these expressions in the written language, they habitually write them as they speak them. This appears to me to be a strong point in favor of emphasizing the cultivation of correct habits of speech first in order to establish correct habits in the use of written language. So intimate is the reciprocal relation of the spoken and written language, that after a correct or approximately correct spoken form has been acquired a correct written form will usually follow. The mechanics of written language, such as capitalization and punctuation, are easily learned.

#### THE PRACTICAL SIDE

The ineffectual and impractical character of much of the language teaching in our schools is often strikingly illustrated by the rude, but healthy, active boy who has learned most of his language in the back alley and uncultivated home. It not infrequently happens that a teacher who has laboriously endeavored to teach such a bov to write correctly, has the experience of seeing her pupil rush out of the school room from the language lesson and of hearing him cry out at the top of his voice to his playmates in language in which the verbs do not agree with their subjects, the proper forms of the pronouns are ignored, and rude forcible slang phrases are used freely. How many teachers have been chagrined by such experience? Their language teaching has failed to reach the practical side of the boy; it has been concerned with empty words and meaningless sentences. The thin veneer in the use of written language hardly lasts till the pupil gets out of the school room. Such a boy certainly has something to say; he has need of language for intercourse with his playmates, however rude his manner of expressing himself. Now, it appears that the rational way to proceed with a boy of this kind would be to provide him with a medium of expression that he needs and that will appeal to his interest. It is difficult to conceive of anything farther removed from the immediate needs and interest of such a boy that written composition, and, consequently, he struggles through his written task in a perfunctory way; when he regains his liberty and breathes the free, fresh air

of the playground, the only language that he uses is the one in which he has always done all of his thinking, namely, the spoken language, however imperfect that may be.

If such a boy as that described above were given an opportunity to talk—to talk freely to his teacher and classmates upon subjects adapted to his thinking capacity, his power of speech would be used in such a way as to appeal to his living interest; he would get pleasure out of the exercise, and by tact and skill the teacher would be able gradually to smooth off some of his roughest expressions and to prune away others that are positively vulgar. In any case, such a pupil should be given an opportunity to talk out of the fulness of his heart and under the impulse of his immediate needs with as little restraint as possible. In time he may be able to use the spoken language more accurately by becoming conscious of certain improper forms; after this he is ready to make some progress in the use of the written language, and not before.

## FLUENCY MORE IMPORTANT THAN ACCURACY

Many teachers of composition maintain that but little progress can ever be made in writing without a free and continuous flow of thought. Such teachers are of the opinion that no kind of literary style can ever be acquired without this continuous flow of thought, for, they say, where the thought is halting, or cramped, or sluggish, no amount of polishing can ever reduce written language produced under such conditions to a graceful, easy literary style. If this be true, as I firmly believe that it is, the first step to be taken in order to secure a continuous flow of thought, must be the use of the only language that the pupil has ever done any thinking in namely, the spoken language.

Upon this subject, I find the following remarks in the Course of Study for the Toronto public schools, 1903, presumably written by Inspector James L. Hughes: "The natural tendency to express thought as it presents itself to the child's mind should be

most persistently stimulated. Every possible method should be adopted to lead the pupils to express themselves freely. ency in expression is of much greater importance than accuracy in language. both private and public life an automatic flow of language, concise, definite, terse, and forceful is of higher value than mere grammatical accuracy. Language should flow spontaneously after sufficient practice either orally or in writing. To persevere and develop the natural tendency to automatic self-expression on the part of the child is of vital importance. Any process of training at home or in school which renders the child self-conscious or in any way weakens the power of self-expression is wrong. The natural thing to do with thought is to express it in some form. Language is the most common form of expression. To interfere with the tendency to express thought restricts and weakens the power of thinking. The first essential in language training, therefore, is freedom or fluency of expression."

#### DEFINITE TRAINING SHOULD BE PROVIDED

It may be urged that we are training our pupils in oral expression every time that we hear a recitation upon any subject. This is true to a certain extent, yet it may well be asked: How many teachers make a conscious effort to train their pupils in the use of language when they are hearing recitations in geography, reading, arithmetic, history, etc.? The value of the training in oral expression in this connection will be proportionate to the success of the teacher in securing topical recitations; merely affirmative or negative answers have no value in them for language training, if, indeed, they have for any purpose. Nor do stereotyped answers afford any training in the use of language; there must be perfect freedom from restraint and formalism. However, the efficient, tactful teacher may be trusted to find some means of making her pupils careful in their use of the spoken language without

making them so self-conscious as to interfere with their thought.

But such incidental training in the use of the spoken language is not sufficient. If satisfactory results are to be obtained, provision must be made in the courses of study and the daily programmes for definite training in oral expression. The time provided for recitations in oral expression should vary with the advancement of the pupil. In the lower grades definite periods of time should be provided in the daily programmes for this purpose just the same as for reading, spelling, and numbers. In the higher grades less time should be given to this kind of work as an exercise apart from other subjects.

#### RECOMMENDATIONS

I have made an effort to ascertain what teachers are thinking and doing with reference to the use of oral expression in the teaching of language.

The first utterance upon the subject that I have come across appears in the famous Report of the Committee of Ten, published in 1892. The Sub-committee on the Study of English recommended at that time the oral reproduction of stories told by the teacher for the two lowest grades of the public schools, and a combination of oral with written exercises from the beginning of the third year to the sixth.

In 1903 the New England Association of Teachers of English, after making a careful study of conditions in New England, made a Report on Courses of Study in English for Public Schools. This report is based upon the study of seventeen courses of study in English offered in the cities and larger towns of four of the New England States.

It says that, "All courses examined provide for oral expression; in the reproduction of stories told by the teacher, of lessons upon all subjects, and of parts of literature read to the children or read by them; in conversations conducted by the teacher; in original statements of truth discerned by the children through the senses; in the relation

of their own experiences. They provide for the correction of mistakes, whether of enunciation, pronunciation, misuse of words, or false syntax."

The Report of the Committee on English of the Chicago Principals' Association, 1903, recommends for the first grade of the public schools of Chicago oral expression altogether. It suggests that the oral work should be based upon observations on the home, the school, pictures, the weather, kind actions and noble deeds, and the reproduction of stories read, or told to the children. It also suggests, what is well known, that literature, history, geography and nature study furnish abundance of material for oral language work. The recommendations for the second grade do not differ materially from those for the first, except that written expression is introduced with very brief exercises on the blackboard. For the third grade the opinion is expressed that, at least, three-fourths of the language and composition work ought to be oral, and that it should be based upon observation, reproduction of stories, descriptions of pictures and actions, and the dramatization and memorizing of good literature. The report recommends the continuation of oral expression through all the grades to the high school, increasing prominence being given to written expression as the grades advance.

In the Toronto public schools special provision is made for oral expression in the teaching of language. Oral and written language are carried on together from the first to the ninth grade. The oral work is practically the same in the first two years, and is made more prominent than the written work. Narrative subjects are used in these grades, and an effort is made to get the pupils to speak freely in sentences. All incorrect and slang expressions, and incorrect pronunciations are noted, but not corrected at the time of the exercise in oral expressions. A period is set apart for formal language lessons and at this time the mistakes made in the oral exercise are corrected.

Written expression becomes increasingly prominent as the grades advance toward the ninth. From the third grade to the ninth, inclusive pupils are encouraged to give formal talks on subjects of their own choosing as well as upon subjects previously assigned by the teacher.

I do not believe, nor do I wish to be understood as maintaining, that the use of oral expression is the panacea for all of the ills of language teaching. Our heterogeneous population precludes the expectation of perfect results. Moreover, language is not an end in itself, but a means to clear, definite, and logical thinking. Inasmuch as all men do their thinking in the spoken language and but few may ever hope to attain

to anything like a literary style, oral expression is vastly more important for all practical purposes than written expression. And from the very nature of language and of the thinking process, there appears to be hardly any doubt that skill in the use of the spoken language is of the first and highest importance in the acquisition of skill in the use of the written language. Whether all of the principles and theories enunciated in this paper be true or otherwise, the fact that the leading teachers of English believe in the educational value of oral expression and are making use of it is significant and should cause all teachers who have anything to do with language teaching carefully to consider this subject.

#### SEMI-PUBLIC SCHOOLS

A. C. HILL, INSPECTOR, NEW YORK STATE DEPARTMENT OF EDUCATION

IT has been customary to divide schools into two classes, public and private. A more accurate classification would include three kinds of schools, public, semi-public and private.

A public school is one maintained by general taxation, managed by officials chosen by the people and free to all pupils entitled to its privileges. A semi-public school is one established and maintained, wholly or in part, by voluntary contributions, generally in the form of endowments, controlled by trustees having no pecuniary interest in it and open to the public without charge or on the payment of a nominal tuition. A private school is one established and maintained by individuals and managed as a money making enterprise.

It is plain that the State has much to do with the public school and little to do with the private school, but the status of the semi-public school is not so evident. As a matter of fact, the semi-public school has generally been classed with private institutions whenever school legislation has been proposed. As a case in point it may be

noted that semi-public as well as private schools have been excluded from the benefits of the free tuition act.

Is this discrimination against semi-public schools in accord with a sound public policy? There are good reasons for answering this question in the negative. It may well be doubted whether any useful end is gained by forcing voluntary academies out of existence. It is more than questionable public policy to discourage men of wealth from endowing schools and colleges.

The magnitude of the task of educating all the people well is becoming more and more apparent. A condition in which any boy or girl may learn anything and in which every boy and girl must learn many things necessitates an immense and very costly educational system. It has been estimated that the public schools of the State have cost during the past year something like \$47,000,000, and those best qualified to judge believe that much more than that amount might well have been expended in providing the buildings, equipment and teaching force that conditions call for. Various forms of

manual and industrial training are demanding a place in the educational system. As educational ideas develop there should be growth and consequently increasing cost. President Eliot says the people have fallen far short of their duty in providing money to maintain and expand the educational system.

The public has decreed that all the boys and girls shall have all the education they desire and the public purse is open wide to supply the growing needs of an ever enlarging free school system. The people will submit to a school tax without a murmur though they grumble at every other. Up to the measure of its ability the public will support the schools and extend their useful-There is a limit, however, beyond which it is not prudent, even if it is possible, to go in taxing the people for even so good a cause as education. The demands for educational facilities to meet the ever increasing needs of a free people must always be greater than the power of equitable taxation to supply. The efforts of the community as a whole should be supplemented by the gifts of individuals.

It is good public policy, therefore, to welcome voluntaryism in education. Rockefellers and Carnegies should be encouraged to endow schools as well as colleges. There is no legitimate ground for rivalry between public and semi-public schools. Both have the same end in view. the providing of education at the least possible cost to the recipients of it. In one case the school is maintained by general taxation, in the other a part of the cost is paid by public spirited citizens. In one community, one form of payment may be best, in another community, the other may be preferable; but in either case the school is essentially public and should be regarded a part of the school system.

There is a part of the educational work that can be best done by the semipublic school. New ideas can be best tried out in the semi-public school. The public school must stick closely to the practical or what the public regard as the practical. It must be very sensitive to public sentiment. "Fads" may be best tried in the semi-public school and introduced into the public school when their usefulness has been demonstrated. The semi-public school may give the kind of education that is needed and is not compelled to give the kind that is wanted. In other words it may be a pioneer, an experiment station in educational work.

There was a time when the Empire State bid fair to have a long list of strong semipublic schools, called academies. Such schools were among the first established in the State. They spread rapidly under the fostering care of the Legislature. were doing a magnificent work when the first public high schools were established. Naturally, there was more or less rivalry between the two classes of schools. The rapid extension of the high school seemed to indicate that semi-public schools were no longer needed and public sentiment became indifferent or hostile to them. As a result they rapidly declined in number and influence. Men of means no longer thought of giving money for their endowment and legislators gave them the cold shoulder. Few such schools remain and these have small endowments and are poorly equipped for their work.

Has the time not come for a change of sentiment towards this class of schools? The public high school is now firmly established and impregnable in the hearts of the people. There can no longer be any rivalry between the high school and academy. The field of education is wide enough for all. The need of more money is apparent. Why not turn the tide of private beneficence into the fruitful channel of secondary education? Why should the colleges and universities get all the endowments?

The last blow that fell upon endowed schools was the failure of the Legislature to include them among the schools to receive the benefits of the free tuition act. The money benefit denied them was not great but the principle involved was vital. If not reversed, the decision will work great harm to voluntaryism in education in this State. Men of means will not endow schools if they are not to be recognized or encouraged by the State.

The action of the last Legislature was taken, perhaps, without a full consideration of the fact that endowed schools are not private schools and should not be classed with them. They are semi-public schools, maintained at private cost but devoted to the public good, and as such are justly entitled to recognition by the State.

## HOW WE TEACH GEOGRAPHY TO-DAY

CHARLES F. KING

THERE has been vast improvement in the teaching of geography in grammar schools during the last ten years. Evidences of this are:

- I Better courses of study. Compare the courses recently adopted in New York and Chicago, and the suggested course for Boston with the courses arranged ten or fifteen years ago.
- 2 A more general recognition on part of school superintendents and other educators that geography is a useful and valuable study, and should receive its proper amount of time and attention.
- 3 Methods of teaching which are better adapted to the child mind. A different and better arrangement of subjects is followed. In the best schools, observation and reading precede systematic study. Much reliance is placed upon supplementary reading.
- 4 The use of field and observational work in teaching type forms and other geographical facts instead of definitions, text-books, and even pictures and moulding boards. Classes are taken into the field and shown a real hill, valley, brook, island, etc.
  - 5 Concrete teaching of geography in-

stead of abstract. The "what" is studied first and the "why" afterwards. Facts and results are learned before generalizations are made. The deductive method is largely employed.

- 6 The stimulation of the imagination of children by their description of journeys and scenes in foreign lands.
- 7 The prominence given to humane geography; that is, study of the people.
- 8 The attention given to what the people do, and how they get a living; that is, to commercial geography.
- 9 The use of the eye in teaching geography to-day and less reliance upon memorizing. Globes, maps, and other useful apparatus, pictures, with steropticon and stereoscope are constantly employed.
- 10 Topical study of the subject instead of a close following of text-books.
- II Careful consideration and explanation of causal relations.
- 12 Consideration of the natural activity of the child. He is given plenty of work in making sensible maps, writing imaginative letters from other countries; studying subjects or countries especially assigned to him; in making scrap-books, and compiling home-made geography.
- 13 The fact that best teachers of geography to-day make the end and aim of their teaching to form five habits or to develop five powers:
  - a The observational power or habit.
  - b The reading power or habit.
  - c The studying power or habit.
  - d The reciting power or habit.
  - e The reproducing power or habit shown in writing or drawing.

All this may be summed up in the term, "development of geographical expression."

The best and most scientific teaching of geography to-day is undoubtedly found in the normal schools of the country, and credit is due them for the influence they exerted in bringing about the improvement in grammar school teaching.

#### THE SCHOOL DESK

VAN EVRIE KILPATRICK, PRINCIPAL PUBLIC SCHOOL 52, NEW YORK CITY

F IFTY years with practically the same school desk has been the record of our country's educational history. The genius of America has improved, and invented all kinds of devices to facilitate effective work in nearly every industry and activity. But



Type of school desk used in 1850. This is a photograph of the desk at which former President Grover Cleveland sat when he attended district school at Payetteville, N. Y. The desk is now in the office of President Pinley of the College of the City of New York.

the school desk remains the same old, ugly, wretched thing of half a century ago.

We have, by way of amplification, herein had placed the illustrations of the two extremes; one the famous desk of ex-President Grover Cleveland, the other the desk of a modern school furniture company. Judge for yourself of the meagre changes.

Still, however, all that is above suggested has little educational force, unless the school desk of the last fifty years should be very faulty.

The late Dr. Edward R. Shaw has this to say in his book on School Hygiene: "Although in America the school desk and chair have for a long time been well and strongly made, occupying a minimum amount of space, and from a purely mechanical point of view quite satisfactory, yet the desks and chairs used in the greater number of our schools are constructed with but the slightest regard for hygienic prin-

ciples. This condition is largely due to the fact that the general form and kind of desk now so widely used obtained its hold more than a generation and a half ago.

"The desks and seats, now so widely in use, force children into postures which bend the spine to the left. They cause the head to droop forward, contracting the chest and cramping the viscera, and, by the time half the child's school years have passed, the position and shape of the bones have been altered."

Dr. John Dewey of Columbia University relates this very striking interview in his School and Society: "Some years ago I was looking about the school supply stores trying to find desks and chairs suitable, from all points of view, to the needs of children.

"We had a good deal of difficulty in finding what we needed, and finally one dealer,



Type of the most widely-used school desk of the present day.

more intelligent than the rest, made this remark: 'I am afraid we have not what you want. You want something at which the children may work. These are all for listening.'"

Dr. William H. Maxwell, City Superintendent of the New York Schools, recently remarked: "The school desk is a constant temptation to incorrect habits of posture that may result in serious physical injury."

And in another statement he is truly

prophetic of what should be done. states: "And yet we still, I am sorry to say, cling to the old-time school desk and seat as the chief articles of school furniture. The desk and seat are intended for just three exercises-writing, listening, and School work, however, is no reading. longer confined to writing, listening, and reading. The time is coming when some mechanical genius will devise school furniture that will permit free movement in the classroom-of course, under proper restraint-and will permit of the exercise of all those activities generally included under the name of manual training, which all thinking men now regard as an essential part of education."

These testimonies of educators surely show that for some time the school desk has been a source of real dissatisfaction.

It seems a little difficult to understand how the educative freedom given the child through the use of the ordinary kindergarten furniture of the day has not suggested the proper school furniture for young children.

#### THE OLD SCHOOL DESK AND SEAT

The old school desk which is so nearly an exact image of the present desk evolved directly from the fixed slab which had been set up to write upon in the old time school. It soon took the form of a rude box desk with seat attached. This form has been curved in parts, and cast in parts, with some ball-bearings and an ink-well holder, and this type has become the present school desk, of which there are many millions in this country.

While the original form of the desk has not been materially changed, yet the competition of manufacturers has brought about some interesting efforts to improve it.

First, the demand for rapid movement of children and more freedom in classroom gymnastics has brought about a desk which has a movable seat and desk top. This adjustability has been secured at the expense of a proper repository for the child's school material.

Second, the demand for so-called hygienic furniture has resulted in a desk which allows a change in height. The notorious objection to these desks is that they are seldom if ever adjusted.

Another class of desks has been devised which provides a very proper "plus and minus distance," i.e., horizontal adjustment. The complex mechanical property of these desks seems to have hindered their adoption to any extent.

Certain curvatures of the seat and back have also been used which surely have never been accepted as of very positive hygienic value.

The one great unquestioned improvement made in school furniture is that all modern schools have been equipped with individual desks.

The significant failure in much of this effort has resulted from two causes:

First, the chief school activity has been assumed to be writing. Every school use that a desk might serve has been freely sacrificed except that of writing. Some would maintain that the ordinary school desk is useful as a place for reading and listening. Yes, but even these ends are not especially served.

Second, the experience of the great school teacher does not seem to have been called upon. The mechanic or draughtsman of the modern factory has formed our present desk. His employer has sold it directly to the school committee who knew little of needs from an actual contact with the demands of the teacher or child. During the last decade expert selection of teachers and text-books has been fully recognized as essential in school administration. Should there not be expert selection of school furniture?

#### THE NEW DESK AND CHAIR

Whatever form the modern school desk shall take, that form should certainly conserve the most fundamentally educative ends for which it is constructed. The following three aims at least are paramount in the creation of an efficient school desk.

- 1. Comprehensive Means of Production.—The desk should be that instrument which primarily assists the pupil to work and to produce. A school desk should above all else facilitate the child's doing. It should, too, comprehend all the varied elements of his doing. Every part of the school curriculum should be provided for.
- 2. A Perfectly Healthful Device.—All physicians, who have studied school furniture, and all prominent educators demand a more hygienic school desk. It is evident



Desk and chair used in the Ethical Culture School, New York city. This form nearly approximates our description of a model desk.

that if the child's health is jeopardized the very gravest influence is threatening school results.

3. An Individual Repository.—A desk should not only be a place to work, but a place to preserve, classify and exhibit that work. This feature of the desk has almost been ignored by the manufacturer. But if it is remembered that the working desk of a man is also a place for his papers and work, one can get some notion of the educative force of teaching children to keep a desk and its contents in order.

#### THE NEW MODEL

This desk is a simple square table resembling an ordinary kitchen table, with as deep a repository under the top as is possible. The top can be raised to any slant height to give support for writing. It is equipped and described in a later paragraph.

The chair is a simple chair suitable for children. If desirable there is no objection to fastening the desk to the floor. The chair is always movable, and rubber caps may be used on the legs to make all movements perfectly noiseless. The desk may also be locked.

#### SOME ADVANTAGES OF THE NEW MODEL

I. Healthful.—As a teacher who has watched the child for many years in his unending, restless struggle with the old desk and seat, I have come to feel that something quite revolutionary should be done to alleviate conditions in school furniture. Many times I have seen the bright, ambitious child, ready and willing to master the day's work, when, out of the eternal rigidity of his sitting position, comes a weariness that blights his best efforts.

But the most natural remedy seems almost commonplace in the mentioning, because so very simple. The greatest fault with the usual seat is that it is rigid or fastened on the floor. You could hardly conceive of a business man preferring to sit at his desk in a stationary chair. How much less can the active child withstand the effects of such a device! Then all the child needs to sit in is a simple movable chair such as every one uses.

The present school seat is not harmful because hard, or flat, or curved, but because it is rigid, and so does not respond to the myriads of physical expressions and natural hygienic adjustments which arise at every turn in the life of a vigorous child.

All the hygienic dangers that are indicting the old seat are strikingly mitigated by a use of the chair. A child will sit on a log, and benefit thereby, if he is not kept there

too long. So I firmly believe that the movability and therefore ready responsiveness of a simple chair is the fundamental health-giving virtue of this manner of seating school children. It should be added that movable furniture greatly facilitates the cleaning of schoolrooms.

II. Working capacity greatly extended.— Our model desk would first of all provide the very best table for writing. It would contain trays which would contain all the material for writing and the preparation of paper.

It would also contain full material and means for all educative simple elements of manual training, such as ordinary drawing, modeling, painting, and construction involved. It would be especially equipped for mechanical drawing and simple business procedure. It could even be extended as most serviceable in science, geography, and nature study.

III. Room provided for school work and material.—The large repository in the model desk will hold such papers and finished work, books, and all school material as are found advisable to provide the pupil.

The educative force of such an activity, i. e., caring for material, on the part of children can hardly be overestimated. If children are to take care of property in life almost as a primary function, why should it not be taught to them when in school? It is fundamentally best taught by giving them an opportunity to care for property which is imbued with the idea of the child's ownership, and then holding him strictly responsible for its use.

IV. Adjustable.---

1. Horizontal adjustment or "plus and minus distance" at once disappears as a difficulty by the use of a chair.

The child can instantly move to the most desirable position for writing or reading.

2. Desk slant adjustment is secured by a simple raising of the desk top to the desired slant. This adjustability easily facilitates various forms of work as well as giving a

flat surface when required, which is not provided by any old desk.

- 3. Physical culture drills, marching, and all school movements are made most effective in one of two ways. First, the chair can be instantly turned and placed under the desk, and all the room which has been made available by the present desks is secured for exercise. Second, as in the kindergarten, the desks if not fastened to the floor may be removed to any desired position, which will give an open space. I believe, however, that it would be best to fasten desks to the floor in large public schools.
- 4. Vertical adjustment, which is the most difficult to gain, I believe is best obtained by making from three to six heights of desks and chairs rather than by using any mechanical device for vertical adjustment; because (a) the total vertical adjustment is really small—about six to eight inches; (b) mechanically adjustable furniture is seldom adjusted; (c) unadjustable furniture is very much more economical and unbreakable.
- 5. Freedom and responsibility intensified.

  Nothing seems to be more frequently lost sight of by teachers than the force of a proper educative freedom for school children. Children should have a definite work to do, and should be held responsible for its adequate accomplishment. But in the productive effort the child is only educated when, within proper limitations, he is permitted and expected to work out his free volitions.

Now, our model desk gives opportunity, not only for doing things, but for preserving things. It intensifies individuality by stimulating the sense of ownership. It allows for the encouragement of educative freedom through facilitating the means for responsibility. The child is called upon to do the work rather than the teacher.

Things cannot be expected to turn up themselves. We must, in a measure, assist them to turn up.

—Charles Dickens.



## A HUMBLE CLASSIC: YE "READING BOOK"

#### A Belated Book Review

FREDERICK W. PALMER, AUBURN, N. Y.

AM looking over this morning a little book. It is the New English Reader, 6 inches by 4; its red muslin binding once bright and seductive to long-ago school boys, would have a friendly look to some of them now. Nothing is missing but the title page and the finis and the fly leaves, for it has been gently dealt with, for a school book: though somebody's sharp knife has neatly sliced off the dog's eared corners. The compiler's name has vanished with the title page and an M.S. signed to the preface alone remains to receive our congratulations on this "revised and improved stereotyped edition." The volume is near enough to three score and ten to have a biographical notice, for though the date is gone, I notice it contains the New York State Constitutional amendments of 1826, but not that of 1835/

The New English Reader is first of all patriotic. The English Reader it says, long the principal reading book used in our schools had no selections of American authors. "A just pride for the literary reputation of our country, denies the necessity or even the propriety of withholding from our youth in the books of our primary .schools, specimens of our own literature." Accordingly we are invited to take notice that in the Table of Contents the names of American authors are in small capitals; and national pride can see Ames and Channing alongside of Blair, while Addison and Wilson divide fame with Wirt and with Irving who we remember was just then selling his Life of Columbus to a London publisher for three thousand guineas. It was not too early for Webster's Bunker Hill Address of 1825. and the compiler may have taken from a recent newspaper, "An extract from Judge Story's Continental Address delivered at Salem in 1828." It was still the heroic age and the muse of poetry was scarcely acclimated on Columbia's shore. Out of 40 pieces in verse four are American. Willis contributes his Sacrifice of Abraham and Percival, The Last Days of Autumn; from the Literary Gazette comes a sounding tribute to Niagara Falls; and here appears The African Chief, from young Mr. Bryant, then of the Evening Post, and in a few years to have his poems praised by Blackwood's.

Selections here greet us which were to become recognized favorites of the school reader public. What reading book of the last generation ever left out The Blind Preacher, Burial of Sir John Moore, Hohenlinden, or Ode to the Passions. The New English Reader does not display its literary treasures heterogeneously. are Narrative pieces, Descriptive pieces, and the safety of the book as to morals is assured by 14 Didactic pieces. Sixteen public speeches youch that American lads shall not be unprepared for the forum of Congress, town meeting and the Fourth of July. Orthodox reading books always had dialogues. Here are three: No lesser personages discourse for us than the Sultan and Mr. Howard, the Philanthropist, Cadmus and Hercules, and Lord Bacon and Shakespeare, the last an acute and discriminating essay. If the nine promiscuous pieces promised something more to the juvenile palate the promise was poorly fulfilled; and the pieces in verse were equally serious. anonymous "Address to the Mummy in Belzoni's Exhibition, London" alone breaks the steady gravity. I can imagine the book opened easier at page 213 and the reading class awoke under the grim jocoseness:

Speak! for thou long enough hast acted Dummy,

Thou hast a tongue—come, let us hear its tune.

Thou'rt standing on thy legs above ground, Mummy!

Revisiting the glimpses of the Moon.

Perhaps that very hand now pinioned flat, Has hob-a-nobbed with Pharoah, glass to glass,

Or dropped a half penny in Homer's hat, Or doffed thine own to let Queen Dido pass,

Or held by Solomon's own invitation A torch at the Great Temple's dedication.

But youth is not allowed to escape without the moral, and a good one it is.

Why should this worthless tegument endure,

If its undying guest be lost forever?

O let us keep the soul embalmed and pure
In living virtue, that when both must
sever,

Although corruption may our fame consume,

Th' immortal spirit in the skies may bloom.

Perhaps the "Hare and Many Friends" was a rival for juvenile favor. It celebrated an unfortunate hare of lifelong civility, whose—

Care was never to offend And every creature was her friend. As forth she went at early dawn To taste the dew-besprinkled lawn, Behind she hears the hunter's cries And from deep mouthed thunder flies.

Every artifice of escape tried in vain and strength exhausted she lies fainting in the highway. Hope of friendly aid thrills her breast as she sees her old friend, the horse, approach.

"Let me," says she, your back ascend, And owe my safety to a friend.
You know my feet betray my flight.
To friendship every burden's light."
The Horse replied, "Poor honest puss, It grieves my heart to see you thus; Be comforted, relief is near, For all your friends are in the rear."

The Bull, the Goat, the Sheep, the Calf, one after another politely excuse themselves from assistance. At last the hounds are full in view and the hapless hare learns the truth which the fable is meant to teach.

Chapter I provides a unique feature, consisting of a collection of sententious reflections with such excellent maxims as these:

"The great business of man is to improve his mind and govern his manners."

What good is it to the blind that his parents could see? What benefit is it to the dumb that his grandfather was eloquent. Even so, what is it to the mean that their predecessors were noble?

"To say little and perform much is a characteristic of a great mind."

This is no mere school book. Reader was the library in some homes. Says the preface, "With a view of adding essentially to the value of this volume not only in the hands of the learner but in the hands of the community, I have added a concise history of our country at a most interesting period,-the Declaration of Independence, a document which is justly esteemed our Nation's boast,-and the Constitution of the United States." Our New English Reader was up-to-date educationally. A treatise "Upon the principles of good reading" is prefaced, and foot notes pronounce and define the hard words. It is felt necessary to explain that "mirror" is a "looking-glass," that "anecdotes" are "short stories." It is hoped that confiding youths were not seriously misled by the rather loose definition of "oracle" as a "pagan deity," nor unduly perplexed by learning that "annals" were "history digested under years." But a truce to criti-

M. S., probably now gone to his reward,

will not think unkindly of this attempt to call back pleasant memories of those useful volumes, our reading books. The New English Reader was a respectable treasury of literature, good to keep beyond school days, sound in principle and shedding forth a wholesome air of solid morals and religion. It no doubt awakened more than one dormant genius. The tastes of many were fashioned after its simple models of style, and many a conscience was educated by its humane and Christian teachings. All honor to these humble classics.

## DEMOCRACY IN SCHOOL RELATION-SHIPS

KATE STARR KELLOGG, CHICAGO

M OST teachers believe in the principles of democracy as applied to their relationship to those above them. Is it the same toward the children under their care? I am afraid not, and few are the schoolrooms, even in the higher grades, where anything save the will of the teacher, enforced by the mandates of the principals and superintendents, is law.

Verily one does not "gather grapes of thorns, nor figs of thistles," neither can one evolve a democracy from lives in which every free, spontaneous action, every impulse toward independent thought is stifled in its beginnings.

In the little world of the schoolroom the child as a citizen is realizing himself both as an individual and as a social being.

His individual rights, his individual opinions, within reasonable limits, are to be patiently considered, while his attention is to be steadily directed to the effect his individual action is having upon his immediate room society.

How to reconstruct his world with a living, mutually-benefitting society is the problem that calls for the most thoughtful and loving work of the teacher. I wonder if we realize how formal and unnatural the

relations of most pupils and teachers are? A teacher meets her pupils at some festival or picnic and under the impulse of the new and freer conditions, all become for the time social beings humanely related. The following day, at the summons of the bell, as at the magic stroke of midnight in the old fairy tale, the charm and delight of the old acquaintanceship disappears, the straight, loud, formal intercourse is resumed.

"I never go with my pupils upon excursions," I heard a teacher remark not long ago. "I find they always presume upon the unusual liberty and it takes me a week to get them down to work again."

The other afternoon I found a young teacher trying to hold her children under control as she would have reined a restless horse. "Why do you not try some group construction work?" I suggested, "or let them go to the board and illustrate the story they have just read?"

"I don't care to," she answered, in genuine pain, her young face white with the nervous strain. "I am afraid they would get away from me." "They won't get away from you if you go with them," I replied. Half an hour later I went back to her room and beheld 50 pupils quietly and happily engaged in cutting and pasting a miniature Fort Dearborn. They were passing cardboard and the necessary materials about freely. A group of five or six were putting in place the various parts of the fort as different children brought them. The joy of the room was reflected in the teacher's face, as she said to me with a sigh of relief: "I never would have believed it possible. An hour ago I was ready to give up and go on the unassigned list."

Work is wholesome, and there is plenty of it for every one; it keeps us from ennui and mischief, is good for health and spirits, and gives us a sense of power an independence better than money and fashion.—

Louisa Alcott.

#### FIELD WORK

FREDERICK HOUGHTON, PRINCIPAL SCHOOL 7, BUFFALO, N. Y.

BY field work I mean class-instruction outside the class-room. It includes work done in the city, as a visit to a factory, or in the country as a visit to Eighteen Mile Creek. Most of what I will say applies equally to both.

The first and least important aim in fieldwork, is to provide the material necessary to teach an elementary science, as insect, rock or flower specimens. Field excursions conducted for this purpose only are undesirable, for in providing materials for the study indoors of a natural science, they become the means to an undesirable end, namely the study of nature indoors, at second hand. A class, however, taken into the field to study about trees, let us say, may, with profit, bring back specimens of leaves and twigs for further study in the class-room.

A much more important purpose of fieldwork is to study some phase of a science in the presence of some object or feature which will illustrate that particular phase. instance, a class may go to Delaware Park to study trees, or to Botanic Garden to see tropical plants. This may be done with profit by any class. The pictures of the banana tree in the geography books are excellent, the descriptive matter fine, but better than these is the sight of the growing banana tree, with its huge leaves, and its heavy bunch of upward pointing fruit. Histories may explain a campaign or a battle. but it remains for the climb over the ruins of the old fort to drive home and clinch the impressiveness gained from the text. The alluvial fan at the mouth of any of the numerous side gullies at Windom, will help your class to understand about deltas better than the best text at your command, and, therefore, I say that if for no other purpose than to give your pupils clear, fresh impressions in place of hazy, indefinite ones, your field excursion will be of profit. If along

with these you bring back material bearing upon, illustrating, or supplementing, the text of the subject in hand, then there is double profit.

There is, however, a still more important purpose in conducting a field excursion. The gathering of illustrative material is So is the gaining of impressions. But unless the ideas gained through these impressions and this material have been expressed in some way your work is unfinished, you have claimed but a part of the profit. Language, drawing and manual training are but media for the expressing of ideas. What does it profit if you try to teach language, as a means of expressing ideas, if there be no ideas to express? If you are teaching children to use the English language, if you are leading them to enrich their vocabularies, then your children need ideas to express in the English language, and, to gain facility in its use, they need new and clear ideas. If the impressions gained on your field excursion are not utilized to promote this use, and the free use, of the mother tongue, then your work is not wasted, certainly, but incomplete. And in this connection, even aside from the teaching of English, if you are trying to teach only one particular phase, of one particular science, remember that to strengthen, to correct, to check up an impression, you must call in some form of expression. Your class, therefore, on its field excusion, should have gained certain impressions of value, should have brought back certain specimens, perhaps, and should have expressed the ideas gained.

For instruction merely, the aims outlined will prove sufficient. For education, one more purpose, to my mind most important, may be spoken of. Your class has gone to Windom to see how a waterfall is made. They see it, they learn how it was made, is made and always will be made. They have

brought back to school some shale and some limestone, and some leaves for painting. They have spent two language periods in talking about what they saw. Quite sufficient? Yes, but you have forgotten something:

"The beauty and the wonder and the power,

The shapes of things, their colors, lights and shades,

Changes, surprises,—and God made it all."

So at least would say old Fra Lippo Lippi. Did you remember, when you stood on Windom hill, to admire openly as you surely did in your soul the long sweep of green plain, rolling down in quiet curves to the far-off blue lake; the olive-green of field and woods relieved by black hemlock and yellow stubble? Did you sit down and try to open the eyes and the souls of your pupils to the beauty and the wonder of shadow and light and line and color, and not only teach the children to see them, but to appreciate them, and to thank the Good Lord who has given them to us for the mere looking?

"If you get simple beauty and naught else, you get about the best thing God invents."

Again garrulous old Fra Lippo.

And now in addition to these other things you have given to your class so good a time that they wish to go again; if they look back with regret to the thin curl of blue camp smoke at the mouth of the mist-filled gully; if they smell in dreams the delectable odor of frizzling sausages hanging on green twigs in the flames; if you have put into their hearts the desire to turn their backs upon the seductive crap game or the lovely but clandestine paper-backed novel, and with increasing capacity for joy to face once more the sun and the wind of God's own country, then you may, I feel almost assured, consider that your field-work was a success.

Whatever your purpose in field-work, to

accomplish it the work must be carefully planned and systematically carried out. Some educational periodicals have made you familiar with the teacher who goes on field trips to study nature with her children, to learn with them. Without previous knowledge she starts at random, collects bugs and trilobites and flowers and pretty much everything else in sight, and next day she and her class get together and learn all about everything. This method is certain to insure success. She tells you so herself and she ought But I will say frankly that I to know. do not understand at all how any subject taught at random in this way can be successful. Would that teacher start to teach about division of fractions in similar fashion. unprepared and without plan? Hardly, 1 think. Why then about spring flowers? It seems to me that a thorough knowledge of the subject to be taught and a careful planning of the lesson are just as essential in field-work as in any class-room subject.

Nor is a knowledge of the subject to be taught sufficient. You must have a knowledge of that place which, while near enough to your class to be available, offers you the material best illustrating the subject in hand. Also, you must have an exact knowledge of just what that place offers you in the nature of illustrative material. For example, you are teaching about Buffalo, its situation, its business, its streets and its buildings. You have a thorough knowledge of the subject, a knowledge sufficient for all class-room instruction. For a field lesson on this topic you must know at just what point or points your class get the clearest idea of the topic. You must know that the view from the top of the Morgan Building illustrates most beautifully every one of the points under that topic. And, further, you must know every detail of use in illustrating your topic, shown in that panorama of lake and river, blue hills and green trees. take another example. You are teaching about the phenomena displayed by a river in its lower course. A successful field les-

son on this topic depends, I think, not only upon your knowledge of the phenomena, but upon your knowledge of that stream which is near enough to be available and which will best illustrate such phenomena; and upon your knowledge of just what phenomena are shown there. You will notice that this presupposes a pretty thorough acquaintance with our city and its environs. And right here is our weak point in field-work. We teachers do not have the thorough knowledge of this vicinity so necessary in conducting a field excursion. Instead of thinking of the great field of which our city is the center, with its varied industries, its physiographic features, its beauty of lake and river, plain and valley, as the great educator and humanizer that it is, and visit it for our children's sake, and love it for our own, we look upon it as a thing apart, something to be approached with the dread we show of things unknown and untried. And when we do venture from our safe, familiar school-room into the open, we do it as a normal boy approaches a hornet's nest, dutifully, but with diffidence.

As a summary of this paper, I will only repeat what I have said. To do successful work in the field you may have any one of several definite aims in view, of which the arousing of an appreciation of the beautiful, the increasing of the capacity for enjoyment, and the implanting of a love of nature are the most important. To most nearly attain to these ends we must have a knowledge of, and a love for, our dear Mother Nature.

# NATURE STUDY A KEYFLOWER TO THE BEAUTIFUL

ANNA M. CLEVELAND, PARISH, N. Y.

THERE is a quaint legend in the German folk lore of a shepherd boy, who, wandering one day on the heather hills, chanced to find a beautiful, strange flower. He wondered that he had never found one before, when, lo! as he plucked it, the hill-

side opened and he saw a wondrous vision, -that of a cave, glittering with gold and silver and gemmed with precious stones. Instantly the vision instilled in the boy's mind a desire to possess as his own the boundless wealth before him. With a glowing face he rushed in, thrust aside the little flower and filled his pockets with the treasure. As he started to go he heard a voice say, "Don't forget the best." Greedy for gain the lad turned back, took larger gems, more glittering gold, then staggering beneath his load he pushed out into the sunlight, hearing but not heeding the second warning, "Don't forget the best." The hillside closed behind him, the gold and jewels turned to leaves, his treasure was gone, for he had forgotten that without which the glittering gems were worthless-the little flower that blossomed on the hillside, "The Key to the Beautiful."

Appreciation of nature is surely a key to the beautiful by which the heart is trained, the imagination cultivated and the spiritual tendencies developed; these are the chords which produce in the individual the thoughts that make harmony in the human breast and mingling these notes, send out a song of happiness.

How often this key has been lost to the world by neglect of some teachers who do not realize it their duty to teach children what nature should mean to them and without which the fullness of their mission is never realized.

It is their duty and their mission to lead out the imaginations of children, for the teacher may live in an ideal world and see beauty in everything of which the child knows nothing.

A desire for knowledge is common to all children; no teacher can answer all the questions which the inquisitive nature of a child leads him to ask, and as it would be wrong to suppress their desire for knowledge, the power for observation and imagination should be trained that they may obtain knowledge from the natural source—

nature. There is always present some lesson in reach of the child to answer the plea of his heart, but unless he has been trained to understand nature's language he cannot discern its many lessons. We should give to him the key which opens the door and enables him to better enjoy life.

How few the pleasures and usually how narrow the life of the country child; yet they have beautiful objects all about them; things which teach deep lessons if the child could but interpret their meaning.

The children gather pretty leaves, flowers and stones; they listen to the musical notes of the birds, showing their love for beauty and harmony. But how much more these things would mean to them if we could but open their eyes to the beauty and wisdom which lie hidden in the humblest creatures, for does not each plant have its own story, each bird a characteristic and a song of interest? And does not each rock and stone marked by fossils represent some past age in the history of our world?

If children are led on by the teacher and taught or told some little story of interest in connection with the things they see daily, their interest will be aroused and they soon will begin to observe and find out things for themselves. When we secure this one point the dawn of a grander day has begun for the child which will lead out into a bright future, giving the child riches and bearing him to a lofty height, a position to be envied by all, that their lives, too, may be broadened and filled with harmony.

So it is for this, the deeper truer sense of realization of the ideal in life, that all teachers should unite in one common bond to plant a keyflower in every heart that will help develop the traits of ideal manhood and womanhood.

No man is born into the world whose work Is not born with him; there is always work. And tools to work withal for those who will; And blessed are the horny hands of toil!

-James Russell Lowell.

# BIOGRAPHY IN THE GRAMMAR GRADES

CHARLES H. BUCKLEY

HISTORY is made up largely of the deeds of great men. The lives of the great men of our country must be necessarily closely associated with all important historical events and movements. It is, therefore, one of our duties as teachers to impress very thoroughly upon the minds of our pupils the achievments of these men.

Let us look, then, for a moment at a method of taking up this work.

From the fact that much of the subject matter needed by the pupil is not to be found in our text-books, has arisen in some instances a practice of dictating the needed material, having the pupils copy it from the board, or even having it typewritten or printed for the use of the pupil.

In many cases matter of this sort may be well taught, but too often this method results merely in the memorizing on the part of the pupil what has been written for him by the teacher. He gets some benefit from it, it is true, but does he get the most benefit possible? To my mind the committing to memory by the pupil of dictated notes or notes of any kind is a poor practice, and of which we can see the evil effects wherever it has been in use.

One of the best known and most frequently violated principles of teaching is: The self-activity of the child.

Let us see if we cannot get the pupil to do the work the teacher too often does for him.

In the first place, teach the man in connection with some important event, something with which he stands out pre-eminently. Ask the class to bring in a picture of the man, of his home, or anything with which he is associated. Tell them enough to make them wonder about him. Get them interested and to want to know more. This much do before any regular lesson is assigned.

For the first lesson ask all pupils to bring in written, if they choose, anything that they can find out about him, from their text-books, encyclopedias, by asking their parents, or in any other legitimate way possible.

The next day the majority of the pupils will have considerable material. Some will have none on account of lack of facilities for getting it, or lack of inclination, but let them listen to what is said in class by the others.

The recitation may be taken up by the pupils' reading what they have gathered and the discussion of the same by both teacher and pupils.

It will be the teacher's duty to help arrange in the minds of the pupils important facts in a logical manner, such as the time in which the man lived, where he lived, some personal characteristics, his principal achievements, and their results. With careful training the pupils will arrange their material in a similar manner.

A part of the next period might be taken up by an oral drill in which any one of the class may be expected to take part. After a thorough drill of this kind ask all of the pupils to write from memory what they really know about this man, in the very best English that they can command.

The dullest pupil will write some and it will be worth far more to him than anything he might have committed to memory at his teacher's direction. What the pupils write from memory is not to be copied in a note-book and studied therefrom afterward. It has served its-purpose and can be thrown into the waste basket after errors have been corrected. The subject will have to be reviewed but can be taken up as before, but with less detail.

What the pupil learns in this way will be real knowledge, as real as any knowledge of a man whom he has never seen can be. He is not apt to get a fact in the life of Benjamin Franklin confused with one in the life of George Washington.

It will be seen that the child has done most of the work himself. He has had an excellent drill in oral language, in written language, in spelling, in punctuation, and in penmanship; and has learned some things about the man which he cannot forget as they are a part of himself.—The Teacher.

#### **NATURE STUDY**

#### Window Gardening

The school window garden may be planned for decoration only, in which case a minimum of nature study and hand work will be possible. A better plan is to subordinate ornament to plant culture. Set the pupils to work to propogate plants by different methods, study the successes and failures, and while you are studying your growing plants, be sure that some decoration worth while is creeping into the life of the school room.

If the plants are to be set in an outdoor school garden or taken home to be planted and cared for, the window gardening that will offer the largest opportunity for observation and carry farthest into the life of the child is the germination of seeds and the starting of slips and cuttings.

The beautifying of the home will result from such work as this and many pupils will follow it up by independent home gardening. Flowering plants that are easily transplanted are the best for such work. Slips and cuttings that will easily sprout, such as the geranium, currant, and willow will give good results.

To make transplanting easy, pupils should plant seeds in individual boxes. Some boxes of tough paper or strawboard may be made by the pupils for this purpose, but berry boxes and plant pots are better. If the soil is thoroughly moistened the plant may be more easily removed with it from the box.

A good plan is to have several large

window boxes; one for vines and ornamental plants and the others for seedlings, slips, etc. The soil should be rich and mellow, six or seven inches deep, and well moistened when plants or bulbs are planted. Tulips, freesias, and hyacinths will blossom by Christmas if set in September. For fall planting use oak, elm, maple and ash seeds; in the spring beans, squash, corn, etc. the ornamental box plant morning glory, hops, maderias, sweet potato, Boston ferns, foliage plants, oxalis, etc. Flax seed put into a sponge kept damp makes an interesting piece for hanging in the window. Plants will thrive better if washed occasionally in water containing a little soap. See ("Miniature and Window Gardening," Allen and Godfrey. "Window and Parlor Gardening," Jameson and Rose.)

#### Terrariums

Take an ordinary chalk box, remove the cover and slide in a piece of glass instead. Replace the bottom with a piece of wire screen. A little dirt sprinkled in the bottom when the box is placed sidewise completes the cage.

The box may then be placed in the window, with the glass side toward the room. Several boxes may be built up vertically. Many forms of insect life may be placed in the box, where changes and development may be easily watched. Care should be taken in providing food. It is safest to take material for food from the plant or the natural home of the insect. If ants are to be studied, it is well to use a larger box and have a glass top also. For a good method of keeping ants for study in the schoolroom see Jackman's "Nature Study," p. 75.

A larger terrarium may be made of a berry crate, the sides fitted with glass and the ends with wire netting. The lid may be of wood. A few inches of rich soil may be placed in the bottom so that grass and other plants may be grown, and the animals supplied with a natural environment.

By growing a cabbage it will be easy to

introduce the cabbage butterfly and study all the stages of its development. Butterflies of many kinds may be kept for weeks in a large terrarium if supplied with their favorite flowers or with a thick syrup of sugar and water.

It is an excellent plan to study a plant or a group of plants with some of the insects found to frequent them. The golden rod will be found rich with animal life, and the various species observed on it or seen to visit it may be introduced into the terrarium and carefully watched.

If grasshoppers are put in, it may be possible to observe the depositing of the eggs in the ground and the growth of the young insects. Beetles and their larvæ flies, spiders, earth-worms, toads, and various other animals will furnish neverfailing sources of interest if provided with a little world suited to their habits of life.

### QUESTIONS FOR DEBATE

We furnish this month a number of excellent topics for the use of debating societies. The list includes subjects that are of absorbing interest in national and municipal affairs at the present time and are being debated by leagues in New York City which have been organized by the evening recreation bureau of the board of education. The leagues have been divided into groups, the members of which hold preliminary contests. The winners of these will be organized into groups for semi-final debates. The successful ones will take part in a final debate for the championship of the city.

The subjects are:

- 1. Resolved, That non-partizanship in municipal affairs is the duty of every good citizen.
- 2. That the City of New York should construct and operate model tenements.
- 3. That football is more harmful than beneficial in its effects.



- 4. Resolved, That the enfranchisement of the American negro was premature.
- 5. Resolved, That the Army canteen should be restored.
- 6. Resolved, That the insurance business in the United States should be regulated by Federal control.
- 7. Resolved, That there should be a permanent national board for the arbitration of labor disputes.
- 8. Resolved, That criminal trials should not be reported in the public press.
- 9. Resolved, That the Japanese envoys were justified in accepting the Russian terms.
  - 10. Resolved, That the United States

- should be maintained in its present policy of excluding the Chinese.
- 11. Resolved, That the South is justified in refusing the ballot to the negro.
- 12. Resolved, That the naturalization laws of the United States should be made more stringent.
- 13. Resolved, That women should receive the same wages for the same work as men do.
- 14. Resolved, That the liberty of the press be restricted by the government.
- 15. Resolved, That the benefits of competition in business outweighs its evils.
- 16. Resolved, That the use of machinery has been beneficial to the laboring classes.

### OUTLINES IN ENGLISH LITERATURE

## MACAULAY'S LIPE OF SAMUEL JOHNSON

#### BLMBR JAMES BAILEY, UTICA, N. Y.

- I. EARLY LIFE AND EDUCATION.
  - I. Johnson's father. (Par. I.).
  - 2. Samuel Johnson's birth and peculiarities.
  - 3. His incurable disease. (1.)
  - 4. His education.
    - (1.) At home. (1.)
    - (2.) At Oxford.
      - a. Circumstances of his matriculation. (2.)
        - (a.) Changes in his father's business affairs.
        - (b.) Offers of help and their result.
        - (c.) Johnson's preparation for the course.
      - b. Johnson's college career.
        - (a.) His social position. (3.)
      - (b.) His scholastic attainments.
        - (c.) His withdrawal from Oxford.
          (4.)
- II. EARLY MANHOOD IN MIDDLE ENGLAND.
  - 1. Death of Johnson's father. (4.)
  - 2. Effect of poverty and ill-health. (5.)
    - (1.) Hypochondria.
    - (2.) Morbidness in sense and imagination.

- (3.) Melancholia.
- (4.) Religious fervor.
- 3. First employments. (6.)
  - (1.) Life and friends at Lichfield.
  - Occupation at Leicester and at Birmingham.
- 4. Johnson's marriage. (7.)
- 5. The academy at Edial. (8.)
- III. Johnson's London Life.
  - 1. Circumstances of his removal to London.
  - 2. Condition of letters in England at that time. (10.)
    - (1.) Conditions earlier and later.
    - (2.) Position of Pope, Thomson, and Fielding.
    - (3.) Johnson's chances.
  - 3. Privations and their effect.
    - (1.) Hervey's kindness. (11.)
    - (2.) Effect of sufferings and poverty.
      (12.)
      - a. Table manners.
      - b. Rudeness.
  - Johnson's literary works. (First period of activity.)
    - (1.) Contributions to the Gentleman's Literary Magazine. (13.)
      - a. Their nature.

- b. Their strong Tory bias.
  - (a.) Growth of Johnson's Tory ideas.
    - . x. Beginnings in childhood.
      - v. Growth at Oxford.
      - z. Convictions in manhood.
        - (x.) Toward the government of the Stuarts.
        - (y.) Toward the existing government.
        - (z.) Toward the Scotch.
  - (b.) The articles themselves.
- (2.) London: a satire.
  - a. Probable circumstances of its composition. (14.)
  - b. Its reception by the public. (15.)
    - (a.) Its success.
    - (b.) Pope's interest. -
- (3.) Life of Savage: a Biography.
  - a. Johnson's associates. (16.)
    - (a.) Boyse, Hoole, Psalmanazar.
    - (b.) Career of Richard Savage.
  - b. Johnson's biography of Savage. (17.)
- (4.) The beginnings of the Dictionary.
  - a. Johnson's increasing reputation and its effect. (18.)
  - b. Johnson's early relations with Chesterfield. (19.)
- (5.) The Vanity of Human Wishes: a Satire. (20-21.)
  - a. Its weakness in contrast with its model.
  - b. Its power.
  - c. Its estimated pecuniary value.
- (6.) Irene: a Tragedy. (22).
  - a. Johnson's relations with Garrick.
  - b. Garrick's production of the drama.
  - c. Macaulay's comment.
- (7.) The Rambler: a Periodical.
  - a. Its models and the method of its publication. (23.)
  - b. Its success.
    - (a.) With the upper classes. (24.)
    - (b.) With the general public. (25.)
    - (c.) With posterity. (25.)
  - c. Johnson's personal loss at the time of its close. (26.)
- (8.) The English Dictionary.
  - a. Johnson's later relations with Chesterfield. (27.)
    - (a.) Chesterfield's desires.
    - (b.) Johnson's letter.
  - b. Merits and defects of the work.
    (28.)
- (9.) Miscellaneous literary interests. (29.)
- (10.) The Idler: a Periodical. (30.)

- (11.) Rasselas: a Romance.
  - a. Circumstances of its composition. (31.)
  - b. The book itself.
    - (a.) Its real nature. (31.)
    - (b.) Controversy over its style. (32.)
    - (c.) Macaulay's comment. (33.)
- (12.) Johnson's edition of Shakspere.
  - a. Political changes and their effect upon Johnson's career. (34-35.)
  - b. Johnson's Shakspere.
    - (a.) The moral necessity for its issue. (36.)
    - '(b.) Churchill, and the Cock Lane Ghost. (36.)
    - (c.) The final production of the book. (37.)
      - (y.) Its merits and defects.
      - (z.) Johnson's careless work.
- 5. The period of literary inactivity.
  - (1.) Academic degrees and other honors.
  - (2.) Johnson as a conversationalist. (38.)
    - a. Power.
    - b. Style.
    - c. Audience.
  - (3.) The famous literary club.
    - a. Its importance and its members. (38.)
    - b. Johnson as its leader. (38.)
    - c. James Boswell. (39.)
      - (a.) His limitations.
      - (b.) His parasitic nature.
      - (c.) His devotion to Johnson.
  - (4.) Johnson and the Thrales. (40.)
    - a. Mr. and Mrs. Thrale.
    - b. Their hospitality.
    - c. Johnson and Mrs. Thrale.
  - (5.) Johnson's London household. (40.)
    - a. The house itself.
    - b. The inmates.
    - c. Johnson's patience.
  - (6.) Johnson's travels in Scotland. (41.)
- Johnson's later literary works. (Second period of activity.)
  - (1.) Journey to the Western Isles. (A book of travels.)
    - a. General description of the work.
      (41.)
    - b. Adverse criticism by certain Scotch-
      - (a.) Their methods. (41.)
      - (b.) Johnson's reply to Macpherson. (41.)
      - (c.) His attitude towards other cities. (42.)

- (2.) Political Tracts.
  - a. Their nature and style. (43.)
  - b. Johnson's failure in this kind of writing. (44.)
- (3.) Lives of the Poets. (Biography.)
  - a. An offer and its result. (45.)
  - b. Macaulay's estimate of the book.
    - (a.) General criticisms. (46.)
    - (b.) Noticeable improvement in style. (47.)
      - (c.) Specific comment. (48.)
  - c. Reception by the public. (49.)
    - (a.) Its popularity.
    - (b.) Gains of the publisher.

- 7. Johnson's last days.
  - (1.) Gradual loss of friends. (50.)
  - (2.) Estrangement from Mrs. Thrale. (50.)
  - (3.) Illness and proposed travels. (50, 51.)
  - (4.) Faithfulness of friends. (51.)
  - (5.) Death. (51.)
- 8. A final estimate of Johnson. (52.)
  - (1.) The writer.
  - (2.) The man.

## Best to Be Found

#### I WOULDN'T FRET

Dear little lad, with flashing eyes, And soft cheeks, where the swift red flies, Some one has grieved you, dear; I know Just how it hurts; words can hurt so! But listen, laddie-don't you hear The old clock ticking, loud and clear? It says: "Dear heart, let us forget-I wouldn't fret, I wouldn't fret!" Why, little girlie, what's gone wrong? My song-bird's drooping, hushed her song. The world has used you ill, you say? Ah, sweetheart, that is just its way. It doesn't mean to be unkind, So, little lassie, never mind, The old clock ticks: "Forget, forget, I wouldn't fret, I wouldn't fret!"

-Success.

WHEN you feel mean and inclined to use sarcasm, try dieting and keeping early hours. The trouble is with your bile, not your boys.—Midland Schools.

The teacher must have some clear notions of what education is. He must have ideals. Beside every pupil he must see another child a larger, more perfect, a cultured being, toward which the pupil is to be drawn.—John W. Cook.

Among the evil results of the elimination of the text-book as affecting the pupils are lack of definiteness, a hazy, uncertain knowledge of the subject, and inability on leaving school to use books intelligently.—Supt. W. E. Gushee, Ludlow, Mass.

AT A CERTAIN country school one of the boys in the class had committed some grave infraction of the rules. The teacher, who was a strong advocate of the "strap," announced that he would thrash the whole class if someone did not tell him who had committed the offense. All were silent, and he began with the first boy and thrashed every one in the class until finally he reached the last one. Then he said: "Now, if you will tell me who did this, I won't punish you." "All right, sir, I did it," was the reply.

SUPT. STETSON, of Maine, says in his lecture on "The Coming Americans": "If you will tell me the path the ancestry of a man has trod," he said, "I will tell you what manner of man he is. America is the product of all nations and many of her millions are the best of that product. Her future, I believe, will grow better. Since the second discovery of America she has been growing better steadily and to-day

she leads the world in nearly all great and good things. It is the individual that stands supreme and the American is the individual that the ages have produced. He leads to-day and he will lead in the future. He cannot help himself. He is born to it. Vive l'America!"

A NOTABLE amusing answer was given by a student in the natural philosophy class at Edinburgh university.

Professor Tait had given as one of the questions in an examination paper: "Define transparent, translucent and opaque," which was dealt with by the student thus: "I can not precisely define these terms, but I can indicate their meaning in this way—the windows of this class room were once transparent, they are now translucent and, if not cleaned very soon will be opaque."

The answer gained full marks from the amused professor.— Westminster Gazette.

THERE is a great field for the teacher who is willing to make his school work his life work, but deliver us from the teacher who is in the profession because he thinks he can make some money out of it, or because it enables him to "shine" personally. What we want in the school-room is men and women who love to get down to the level of the pupil and struggle with him,-teachers whose movements are pregnant with enthusiasm and love for their work. We want teachers who are willing to work to fit themselves better for their profession, teachers who know more this year than they did last, and are better able to impart their knowledge. Every school has a place for this kind of teacher.—Inspiration.

A SMALL BOY'S REASONING: A small boy with an insatiable thirst for knowledge came over from Baltimore in the same car with me yesterday, says a writer in the Washington Post. He talked all the way over, and everything he said had a "Why, ma?" in

it. Ma was worn to a frazzle when the train reached Washington.

"Come on," said she. "Thank goodness, we're home. No, don't go that way. Come this way."

"I want to go out of that end of the car," said the boy.

"You can't!" snapped ma. "This is the end to go out of."

"Why, ma?" asked the boy. "Why, ma? Don't the car stop at both ends?"

BIOGRAPHICAL OUTLINE: The following outline, which may be modified to suit individual cases, has been found to be helpful to pupils of the history class who have to learn brief biographies of prominent men:

Name.

- 1. Birth-when, where.
- 2. Parents.
- 3. Early life.
- 4. Education.
- 5. Events or incidents.
- 6. Public service—state, national, international.
- 7. Noted for.
- 8. Important achievements.
- 9. Character.
- 10. Death-when, where.

-J. H. Collins, Clatskanie, Or.

TEACH children to visualize words. They get a word by telling, only. Developing words is nonsense. Teach words, not whole sentences. The sentence method is a failure. Whether it is the child learning to read, or the high school student learning Latin or Greek, the words are learned first and then formulated into sentences. so-called new methods are not new, but were in use years ago. Children love to do something. They may pick out words on cards and classify them, and formulate them into sentences. In reading every one, child or adult, looks out the words ahead. The adult may look out three or four words ahead as he reads. The child needs more time to look out the words, as he reads. Do not hold children long at a task. Ten minutes may be long enough. Letters must be learned and must finally be known in order. To this end form sets of letters, script and Roman, capitals and small letters should always be on a chart in full view of the children.—H. R. Sanford.

THE AIM OF COLLEGE TRAINING: The aim of college training may be summed up in a single word-culture, an appreciative acquaintance with the permanent expression of human thought. Its characters are two, breadth of knowledge and catholicity of sympathy. The college seeks to extend the student's information in history, in literature, in science. Its graduate should be a well-informed man. He should possess a general acquaintance with the more important results of investigation and more significant expressions of emotion, so that he may be able to apprehend the meaning of new discoveries and achievements within the various domains of thought. It is as serious a lack for a college-trained man to be ignorant of fundamental truths of science, or important historical movements, or great literary expressions, as for the schoolboy to be unable to spell correctly or to give the meaning of the words of his mother tongue.—Robert MacDougall.

#### PITHY PARAGRAPHS:

Unless a man has scored at least one failure he is unable to appreciate success.

It is not so much conscience as the fear of consequences that makes cowards of us all.

The man who can but doesn't must give way to the man who can't but tries.

As a rule the greatness of man may be measured by his small deeds of kindness.

Don't get discouraged—it is often the last key on the bunch that unlocks the door.

Economy may be the road to wealth, but no one has ever become wealthy by economy alone.

Habit may be one of our best allies as well as one of our worst enemies.

A man who is afraid of falling never climbs very high.

It is easier to point than to plod, that is why the world is full of human guide-posts.

Happy is the man who is too busy to find fault.

The world doesn't owe you a living—it was here first.

If one would see his own faults he should borrow his neighbor's spectacles.

You can easily classify your friends among the wills, won'ts and can'ts.

Many a weak man has good intentions, but he isn't strong enough to carry them out.

Your worth consists in what you are, not in what you have.

Remember the old saying: Give to the world the best you have and the best will come to you. You will find this true.

What constitute first rate instincts in a teacher of mathematics may be illustrated by an anecdote:

Some years ago a mature graduate student who was in one of my college classes asked me if it would not be better to go slower at some places so that the class should thoroughly understand the relations of things, even if we did not cover the whole subject in the allotted time. This was text-book work and in an engineering subject of analytical character. We were then covering only 10 or 12 duodecimo pages per day, but the book was one in which nearly every sentence was charged with important meaning and each mathematical expression, however simple or complicated, represented some important physical relations.

That student had been a college instructor with a fine reputation as a teacher of mathematics or mechanics and since then he has become a professor of engineering. I have understood that he has strongly entrenched his reputation as a man whose students

become young men of discreet thought notable for resourcefulness and character.

What we need from the mathematics teacher is: not for them to produce young men who can juggle equations, but to produce young men who can recognize the relations of things.—Dugold C. Jackson, University of Wisconsin.

IN HIS recent article "Experiments upon Children," Dr. G. Stanley Hall speaks of the present as a "metamorphic period" in education, and then goes on to say:

A mere list of the fads now in practice in various places would make a long article. Idiotic busy work in the lower grades; learning to read without knowing the alphabet, so that occasionally children old enough to use a dictionary have to make up their arrears of knowledge to do so; blob drawing; typewriting and shorthand in the high school; four foreign languages for girls and boys in the early teens who have almost nothing in their minds to express in the vernacular; Latin and algebra in the grammar school; wood and iron-work in the manual-training courses that are wooden in their intelligence and iron in their inflexibility: sharply demarkated schools and theories of physical training which will not harmonize and give the children the benefit of the best in all; metaphysics of the effete German school for kindergarteners, who ought to know something of nursing as now taught to high-school graduates, and to know the child's body which at that age most needs care; interest in the finished product, which is used for show, rather than in educational values; everywhere, and perhaps especially in English, content and substance subordinated to form; method whipped up to a sylabub that suggests some analogy between the graduates of certain normal schools and the mediæval barber's apprentice, who could set up for himself only when he could whip two ounces of soap into barrels of lather; the mechanism of marks and hearing lessons instead of teaching; the college dominating the high school, which is really the people's college, with its excessive entrance examinations; distraction among the multiplicity of different topics—these are some of the dangers. of which some are universal and others dominant in certain places.

Look at it from whatever side you will, the idea is forced upon you that curriculum of the elementary school is not calculated to meet the demands of the boy and girl. The child may be able to tell you the least common multiple of 4, 8, and 16, or the greatest common divisor of 3, 6, and 9, but can he tell why in New York City the market price per dozen of oranges is greater than that of apples, or the height of a pile of wood containing two cords if the pile is eight feet long and eight feet wide? And the saddest part of the whole matter is that after he closes his arithmetic, the boy will probably never have need for the facts he has learned regarding the least common multiple or the greatest common divisor.

In language work the child may be able to supply the missing words in the text, but does he contribute a readable paper in the history class, or speak intelligently when making an explanation? In reading, the words may be spoken, but is the selection one having any connection with the child's needs; will it broaden and deepen his sympathies, extend his knowledge of things worth while, and force him to feel, and be, and live his better self? In history, in geography, how often do we find the time put upon vague, indefinite things, or those of little value; facts and figures, dates and places, locations, boundaries, and battles! Each of these has a place, but to the grade pupil so much can be given which is rich and vitalizing, that great care must be exercised in the choosing. It is no longer a question of what is good in education; it is a question rather of what is best.-Elementary School Teacher.

## **Editorials**

METHODS should not be formal; they destroy interest.

KEEPING the attention of a class is more important than securing it.

\* \* \*

EVERY schoolroom should have a library shelf of supplementary readers.

\* \* \*

If the teacher can not inspire her pupils with a love of knowledge she better enter some other profession.

\* \* \*

Pupils should be prepared not for the examinations of any school or any State system, but for life.

\* \* \*

THE teacher has a right to a salary large enough to enable her to live somewhat as her tastes demand.

\* \* \*

THE School City, a system of pupil self-government outlined in the October number of AMERICAN EDUCATION, has been introduced recently in some of the schools of Boston. The system is also producing excellent results at the New Paltz, N. Y., Normal School.

\* \* \*

THE consensus of opinion at all the holiday educational conventions throughout the country concerning football was, that the game as now managed and played exects an unwholesome influence upon our youth, and that the reform of interscholastic games would be conducive to a higher standard of morals and scholarship in the schools.

\* \* \*

ONE of the most tyrannical laws on the statute books of New York State is that

in which the vaccination of school children is made compulsory. There is no escape for the defenseless child. If he does not submit to vaccination he must remain away from school, and if he chooses the second alternative he is brought face to face with the truant officer, who pounces upon him for violating the compulsory education law. Here is a state of things that should be corrected before the present session of the Legislature adjourns.

\* \* \*

THE subject of higher compensation for teachers will not down. It is one of the vital questions and will continue so until a premium is placed on education and teachers are paid at least as much for their services as the cleaners of the public streets. In a recent newspaper article Mr. Charles R. Skinner submits the following table of statistics to prove present conditions:

|              | Street<br>Cleaners | Teachers |
|--------------|--------------------|----------|
| New York     | . <b>\$</b> 631    | \$540    |
| Boston       | . 603              | 552      |
| Philadelphia | . 503              | 470      |
| Buffalo      | . 450              | 400      |
| New Orleans  | . 461              | 315      |
| Atlanta      | . 300              | 250      |

Mr. Skinner admits that he detects a tendency on the part of teachers' salaries to increase, but the tendency is little more than barely perceptible. He has been able to find only four cities in the United States where the minimum pay of teachers is greater than that of street cleaners. It is to be regretted that such a comparison is possible as that involving a class of public servants to whom no small share of the development of the children of the land is intrusted.

# A NEW MANUAL TRAINING HIGH SCHOOL

THE dedication of the new Manual Training High School of Brooklyn marks an advance in education in Greater New York and is a personal triumph for Superintendent Maxwell, who has been working toward this end for the past twelve years. The new building is reported to have cost nearly a million dollars and to be remarkably well adapted for its purpose.

The outlay of so large a sum of money by the taxpayers of New York City for the purpose of instruction in manual training is doubly significant. It shows that manual training is no longer regarded as an experiment or an accessory by educators nor a "fad" or a "frill" by taxpayers. It means that manual training is now considered as an essential by teachers and parents alike.

Other cities should not be slow in following the example set by New York.

## BENJAMIN FRANKLIN

AMERICA does not forget her great men. She remembers to strew flowers on the graves of her departed soldiers and statesmen and to erect monuments and tablets in their honor. She delights to recall their noble deeds, their heroic sacrifices, their wonderful achievements. This year she is rendering special tribute to the memory of Benjamin Franklin in celebrating the two hundredth anniversary of his birth.

We certainly have reason to remember Franklin. To him probably more than to any other man do we owe the founding of this American Republic. He helped to write the Declaration of Independence and was the most influential man in the convention that adopted it. He represented the Colonies at the Court of France during the whole period of the

Revolution, and it was his matchless persuasiveness and his great personal popularity that won for us the aid of France in the darkest hours of the struggle. We do not like to think what might have happened had a less capable man than Franklin represented us at the French Court at that time. When the victory of the colonists had been won, Franklin returned to this country and was chosen a delegate to the constitutional convention. His broad experience and his great fund of practical knowledge made him a potent factor in this convention. counseled moderation and did much to pacify the extremists. When the constitution was finally drafted he was instrumental in securing its adoption.

While Franklin's work as a statesman and diplomat would entitle him to the everlasting gratitude of the American people, his other public services were scarcely less significant. His whole life was spent for the common good. How to promote the welfare of society was his constant aim. Whether he looked upon an instrument or an institution, his first thought was, how can it be improved, how can it better serve its purpose. Accordingly we find him making inventions and scientific discoveries and improving the streets and sanitary conditions of his city. His writings show the same spirit. He would have men industrious, frugal and virtuous, not for rewards in a future life, but for their immediate gain, to save them from poverty, ignorance and disease. His inventions and scientific discoveries he gave freely to the world. As a publisher he had a genius for money getting, but when he took up the work of assisting the colonists in their struggle with England he withdrew from business, invested his funds in real estate and thenceforth made no effort to increase his wealth. His pay as a foreign minister never equalled his necessary expenditures. During the three years he was president of Pennsylvania he refused to accept any salary for his services.

Franklin lived to see the triumph of the principles he advocated and to receive many honors for his achievements. No man of his time was more universally known or more highly esteemed. The reverence with which his name is mentioned to-day shows that his place is secure among the illustrious few whose stars shine brighter as the ages pass.

## A MONUMENT FOR SUPT. MAXWELL

For a long time many of the New York newspapers have been attacking Superintendent Maxwell, and the impression has gone abroad that the McClellan administration stands in open opposition to his methods. At the N. E. A. meeting at Asbury last summer, the mayor ranted on the "three R's" and educators laughed at his audacity. For years the board of education has not taken kindly to the Maxwellian innovations, but the genial superintendent has always come forth unscathed from his many encounters. The fact is, the people are with the They want their chilsuperintendent. dren to know something more than fundamentals and applaud Mr. Maxwell because he has been brave enough to insist on the adoption of up-to-date courses of instruction. Jealous and frenzied politicians may malign him, but he is too much of a gentleman to give attention to criticisms, unless they tend to endanger some of his plans, and then he rises to the occasion and implants himself more firmly in the hearts of the people.

At the recent official opening of public school No. 6, Astoria, Long Island, District Superintendent Cornelius E. Franklin, formerly editor of AMERICAN EDUCATION, referring to the newspaper attacks on Superintendent Maxwell, declared that he was one of the greatest educators that New York has ever had, and that after his death a monument would be erected to his memory.

But fortunately William H. Maxwell will not be compelled to wait so long for his reward. Everyday he is erecting for himself memorials more enduring than a single shaft of stone, in the public school buildings teeming with precious boys and girls, themselves living monuments marking a new era of educational progress under the system for which Superintendent Maxwell stands sponsor.

#### FOR VALENTINE'S DAY.

What though the skies be cold and gray,
And the winds be wild and shrill,
Love's messenger shall find his way
Across the vale and hill;
For sunlight he shall have your face;
For stars, two eyes that shine
Where my heart has its dwelling-place
Your own, dear Valentine!

He turns to neither left nor right,
But straight ahead he goes;
His guide is Hope, whose footstep light
The surest pathway knows;
He bears my mesage in his scrip,
A song whose every line
Shall turn to music on vour lip,
My own dear Valentine!

-Selected.

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# EDUCATIONAL BIOGRAPHY WILLIAM RAINEY HARPER

Tests of heroism are not confined to times of war nor to occasions of disaster. The greatest deeds of heroism are performed in every-day experience when the test becomes one of character. To suffer physical pain, to know that increasing agonies mean slowly approaching death, and in spite of encroaching disease to live cheerfully and labor steadfastly, almost to the last, toward the accomplishment of a great patriotic work is the supremest test of manhood, the test of true Christian heroism.

Such were the closing months in the life of Dr. William Rainey Harper, president of the University of Chicago. Questioning in the very presence of death, whether he had left anything undone, he drank of the cup with the fortitude of Socrates. In this respect he furnishes a striking example of how much a man may get out of life when the grip of death is closing upon him.



WILLIAM RAINEY HARPER

The death of President Harper removes one of the most distinguished educators of our age, regarded by many as the foremost Hebrew scholar in America, a personality in honor of which one of the greatest of universities will stand as a monument for centuries, a memorial to his ability not only as a scholar but as a business man.

Dr. Harper was a man of extraordinary powers of concentration and application. By his marvelous capacity for work, his original and effective methods and his rare executive qualities, he made the University of Chicago what it is to-day. It has been well said that the University of Chicago is no greater than was William Rainey Harper. He was a human dynamo. In these days of captains of industry the term captain of education seems to summarize best his career and achievements.

His span of life was all too brief if we measure it by years, but not so if we measure it by the work he accomplished. He can be described as scarcely knowing childhood, for he entered college when he was only eight

years old and received the degree of A. B. at the age of fourteen. He caused local scholars to open their eyes in wonder when he delivered his commencement oration in Hebrew. At the age of seventeen he entered the graduate department of Yale and in two years had won with astonishing ease the degree of Ph. D. His ability as a teacher of Hebrew, Greek and Latin soon attracted widespread attention and in 1889 he was chosen Woolsey professor of biblical literature in the Yale Divinity School. In 1891, at the age of thirty-four, he assumed the presidency of the University of Chicago, and the very boldness of his schemes inspired confidence. In a few months he secured funds large enough to insure the success of his plans, and set out to create one of the most comprehensive and liberal universities in the world.

This remarkable career covering a period of only forty-nine years should be an inspiration to thousands of teachers who stand in need of visible proofs of the value of hard work. Dr. Harper's industry never flagged, his mind was never diverted from the great purpose to which he had dedicated his powers and his life. But no part of his life work commands such universal admiration as the courage with which he faced death during the past year. In this we have a glorious example for us all.—G. C. R.

#### **NEW YORK STATE**

#### STATE NORMAL COLLEGE BURNED

The State Normal College at Albany was destroyed on the evening of January 8, by one of the most destructive and spectacular fires that has ever visited the city. The loss is estimated to be about \$200,000, on which the State carried an insurance of \$80,000. The president of the college, Dr. William J. Milne has about \$1,500 insurance, but his loss will exceed that on rare books and works of art A feature of the loss is an immense and beautiful stained glass memorial window, given to the college by the students and alumni. It was regarded as one of the finest specimens of American colored glass work. A memorial tablet that cost \$1,500, erected under the auspices of the Grand Army of the Republic to the memory of graduates of the institution who fell in the Civil War, was also destroyed. Among the priceless relics saved was the original manuscript of the speech delivered by Edward Everett on the occasion of the dedication of the first normal school established in the United States, at Barre, Mass.

The State Normal College was the first institution of its kind established in this State. It has graduated many noted educators who have made themselves prominent in the work through the United States and in foreign countries. It was established December 18, 1844, and last fall was raised by the Board of Regents of the University of the State of New York to full college rank.

The work of the college is being carried on as usual in two of the churches and the Albany Female Academy. An appropriation will be made by the Legislature and new buildings will be erected on the present site and adjoining property.

#### SCHOOL LEGISLATION

Assemblyman Oliver of New York, has introduced a bill providing for uniformity and reasonable prices of school text books. In the measure it is provided that the Secretary of State, the Commissioner of Education and the Chancellor of the University of the State of New York shall constitute a board to be known as the "State School Text Book Board." This board shall advertise and secure the lowest wholesale prices on text books. The Governor shall name a board of nine educators who will select the text books best adapted to use in this State, and who will act in an advisory capacity to the text book board. The text books selected are to be issued to the school children at ten per cent. of the original cost.

Assemblyman Tompkins has introduced a bill amending the consolidated school law making it compulsory on boards of education to provide for the teaching of "the constitution of the State and the machinery of the government thereunder, including the powers and duties of the several State, county and municipal officials, departments, boards and commissions." The bill is not aimed to correct any abuse, but is introduced for the purpose of securing to the people at large a more definite knowledge of the government of which they are a part and which they support.

#### CONVENTION OF SCHOOL COMMISSIONERS

The fifty-first annual meeting of the New York State Association of School Commissioners and Superintendents was held in Albany, January 16 and 17. At the opening session Thomas E. Finegan, of the State Department of Public Instruction, delivered an address of welcome to which response was made by Commissioner E. S. Comstock, of Nassau, president of the Association. H. H. Horner secretary to Commissioner Draper, of the State Department of Education, delivered an address on "Education for Usefulness." Commissioner Draper delivered an address on "The Duties of School Commissioners." Succeeding this the chiefs of the various divisions of the State Department of Education ad-dressed the meeting on "State Department of Education—its Relation to School Commissioners."

The rest of the program included the follow-

ing:
Tuesday afternoon—Address, "Agriculture in Schools," Assistant Agricultural Commissioner George L. Flanders, discussion by School Commissioners Pratt E. Marshall and D. D. T.

Marshall; address, "The Elementary Course of Study," Commissioner Myra L. Ingalsbe, discussion by Commissioners James S. Cooley and Charles H. Howell; address, "The Benefits and Abuses of the Contract Law," Commissioner William B. Lewis, discussion by Commissioners Oscar Granger and Charles M. Pierce.

Wednesday morning—Address, "The School Commissioner and His Work," Commissioner James Wingate, discussion by Commissioners Albert T. Aldridge and Herbert T. Morrison; report of committee on legislation, Commissioner E. B. Whitney; address, "The Agricultural College, What It Should be for the Common Schools," Prof. L. H. Bailey, of Cornell

#### STATE SCIENCE TEACHERS' ASSOCIATION

We neglected to give in the January number the list of officers elected by the State Science Teachers at Syracuse for the ensuing

year. They are as follows:

J. F. Woodhull, President, Teachers College, New York city; E. D. Roe, Vice-President, Syracuse University; J. E. Stannard, Secretary-Treasurer, Oswego High School, Oswego.

#### Council

1909—A. P. Brigham, Colgate University, Hamilton; C. E. Harris, East High School, Rochester; Howard Lyon, Oneonta Normal School.

1908—L. V. Case, Washington Irving High School, Tarrytown; W. T. Morrey, Morris-High School, New York city; J. S. Shearer, Cornell University, Ithaca.
1907—A. W. Farnham, Oswego Normal School; O. D. Clark, G. W. Curtis, High School, Staten Island; J. E. Kirkwood, Syrature University

cuse University.

1906—G. M. Turner, Masten Park High School, Buffalo; E. N. Pattee, Syracuse University; A. G. Clement, Education Department, Albany.

Action was taken by the association on the proposed biological survey of New York State to the effect that the Regents be memorialized to take such steps as may be necessary to organize and make effective a distinctively bio-logical survey of the State of New York, and the following commttee was appointed: C. W. Dodge, C. W. Hargitt and C. W. Hahn.

#### **HUDSON RIVER SCHOOLMASTERS' CLUB**

Among the sectional organizations of New York State perhaps none is so well known as the Hudson River Schoolmasters' Club, whose territory extends from Whitehall to-Poughkeepsie and as far west as Utica. It has always been the aim of the club to invite educators of prominence to address the meet-

ings and the following list of men who have been the guests of the club at the semi-annual meetings since 1896 is of interest. They include: December 4, 1896, President Nicholas Murray Butler, Columbia University; April 2, 1897, President Andrew V. V. Raymond, Union University; October 29, 1897, President Wm. J. Tucker, Dartmouth College; March 25, 1898, President J. M. Taylor, Vassar College; November 18, 1898, Professor Edward W. Scripture, Yale College; March 24, 1899, President Robert E. Jones, Hobart College; November 24, 1899, Dean James E. Russell, Teachers' College, Columbia; April 6, 1900, President George E. Merrill, Colgate University; November 16, 1900, Principal John G. White, Girls' High School, New York city; April 19, 1901, President Elmer H. Capin, Tuffts College; November 15, 1901, Professor Will S. Monroe, author; Chancellor Wm. C. Doane, University of the State of New York; April 11, 1902, Chancellor James R. Day, Syracuse University; November 7, 1902, Professor Henry Van Dyke, Princeton University; April 17, 1903, Dean LeBarron R. Riggs, Harvard College; December 11, 1903, President John H. Finley, College of the City of New York; April 8, 1904, President Andrew S. Draper, University of Illinois; President Jacob G. Schurman, Cornell University; November 11, 1904, Dr. Howard J. Rogers, First Assistant Commissioner of Education; April 28, 1905, President Arthur T. Hadley, Yale University; President M. Woolsey Stryker, Hamilton College; December 8, 1905, Dr. William J. Long, author.

#### COUNTIES

All readers of American Education are cordially smoited to contribute items of interest suitable for publication in this department. Superintendents and principals will confer a favor by sending copies of their catalogues and annual reports.

Albany.—William P. Burris, 1891, Ph. D., Harvard, formerly principal of the Albany Training School, has been chosen head of the new pedagogical department of the University of Cincinnati. Professor Burris was for several years a prominent schoolman in Indiana, and at Harvard took high rank as a student of philosophy and pedagogy.

philosophy and pedagogy.

Superintendent Bellows, of Watervliet, reports that the per capita cost of instruction in that city during the past year was \$32.08. The

registration was 1,659.

Broome.—Superintendent J. Edward Banta announces a plan for beautifying the school grounds of Binghamton. The work will consist of placing small shrubbery and flower beds about the various school grounds, under the supervision of an experienced landscape gardener who has offered his services.

An investigation is being made as to whether the vertical or slant style of writing should be taught in the Binghamton schols. Superintendent Banta recently prepared a list of questions which were sent to the business men, and the replies received will have much to do in determining the style to be adopted by the school board. We will look forward with interest to the results obtained.

A school teacher of Binghamton recently received from the board of education the check for her monthly salary. By mistake, in throwing away the brief note accompanying the check into the fire, the check went also. Result, she had to wait two weeks before receiv-

ing her money.

It has been discovered that a mistake was made in all resolutions and publications in connection with a special election, at which the tax-payers voted to appropriate \$45,000 for a public school building at Binghamton, so that the election was illegal, and no bond purchaser would consider the purchase of bonds authorized by the tax-payers at that election.

Cattaraugus.—The Only, the organ of the Little Valley High School, E. B. Luce, principal, has found its way to our desk. One item states that a \$12,000 annex is to be built next spring.

Chautauqua.—County Judge Ottaway has appointed Charles W. Whitney, principal of the Brocton high school, to succeed Winfield A. Holcomb as school commissioner of the second district. Mr. Holcomb has been appointed an inspector in the State Department of Education. The new commissioner is a graduate of Hillsdale College and of the Buffalo normal school.

Twelve new typewriter machines have recently been purchased by the board of education and installed in the commercial department of the Dunkirk high school. The new machines are all the standard makes and represent the latest developments and improvements in typewriter mechanism. The L. C. Smith Brothers visible writer, the Underwood, the Remington, the Oliver, and the Smith Premier, are now represented in the equipment of the department.

Chemung.—Cooking and sewing classes may be organized at the night schools in Elmira, for the benefit of the girls who work in the mills and factories. A number of ladies have volunteered to give free instruction in these branches.

Elmira is considering the question of having shower baths placed in the grammar schools of the city. Recently in one of the grades it became necessary to send a child home with a note to the mother stating that the pupil could not return until he had been bathed. The mother replied that it would be impossible until spring, as he had been "sewed in for the winter."

Chenango.—Principal Eugene Sanders, of Schenevus, succeeds Principal Toaz at Oxford Mr. Sanders is a graduate of Union College, 1900, and has had a teaching experience of seven years. He is a man of high character and his record as a schoolmaster shows exceptional results.

Cortland.—Miss Jennie L. Robinson, teacher of music in the Cortland public schools, has resigned on account of ill health. She is succeeded by Miss Helen L. Snyder, of Syracuse.

ceeded by Miss Helen L. Snyder, of Syracuse.
The County Teachers' Association has elected the following officers: President, J. M. Round; vice-presidents, Miss Jessie Barnes Carpenter and Principal A. H. Hallenbeck; secretaries, Miss Clarabel Warren and Miss Nettie Currie; treasurer, Miss Mary J. Kerdigan.

At the close of the recent teachers' institute the teachers of the county showed their esteem for the retiring commissioner, Luke J. McEvoy, by presenting him with a beautiful gold watch. Mr. McEvoy served his district six years and is regarded as the best commissioner the district has ever had.

**Delaware.**—Principal Harry E. Elden, of Elbridge, succeeds C. R. Clark at Stamford Seminary.

Erie.—Superintendent Emerson, of Buffalo, was the guest of honor at the annual banquet of the Schoolmasters' Association, held in December. It was an Emerson evening throughout, the feature of the occasion being the unveiling of a three-fourths length portrait of the popular superintendent of schools, painted by Edward Dufner. Frank S. Fosdick, principal of Masten Park high school, and C. N. Millard, supervisor of grammar grades, spoke on "The Teacher" and "The Superintendent," respectively, applying their remarks to Mr. Emerson. In replying to the eulogies, Mr. Emerson said he never had passed through a more embarrassing ordeal than to sit and listen to what had been said of him.

According to Superintendent Emerson's annual report made public in December, the average cost per pupil on enrollment in Buffalo is \$28.40 and on attendance \$38.23. German is taught in the grades, free text-books are furnished and vacation schools are maintained in Buffalo.

Monroe.—Albert P. Fletcher, principal of School No. 4, Rochester, has been appointed by superintendent Carroll to supervise the work of manual training in the public schools of the city, taking the place of W. W. Murray, who has resigned. Mr. Fletcher's new duties will not interfere with the work of his present position.

Montgomery.—Chester G. Sanford, a graduate of the University of Rochester, has succeeded Principal Hotchkiss at Fultonville. Mr. Sanford taught formerly at Livonia.

Niagara.—The manual training course which was introduced at Niagara Falls last September is proving very beneficial and popular.

Oneida.—Utica has adopted the following books for use in the schools: English Exercises, by F. P. Donnelly; Elements of English, Grammar, by W. F. Webster; Trigonometry, by James M. Taylor.

Ontario.—Professor J. Frank Wright, former principal of grammar school No. 7, New York

city, died at Canandaigua early in December, at the age of seventy-five. He graduated from the Albany normal college in 1853. He resigned his position in New York two years ago, on account of failing health.

Onondaga.—Mrs. Samantha E. Lincoln, one of the best known teachers in the Syracuse schools, having devoted forty years of her life to her vocation, died on January 13, at the age of seventy-three.

The high school teachers of Syracuse have asked that the maximum salary be increased to \$1,000. It is now \$850 and the board of estimate may compromise by making the maximum \$900. There are now forty-two high school teachers drawing salaries ranging from \$550 to \$850 a year. Upon appointment a teacher is allowed the minimum and is increased \$50 annually until the maximum is reached. Last year there were twenty-two teachers drawing \$850 salaries, six paid at the rate of \$800, and four at \$750, two at \$700, four at \$650 and four at \$600.

Orleans.—The State Department of Education reports that the attendance at Medina in proportion to the number of pupils enrolled is better than any other school in the State for the present school year. Some time ago Superintendent Bartlett established a rule that every grade which did not have a single tardy pupil for the week should be dismissed half an hour earlier Friday afternoon. It has been in vogue less than a year, and the success which it has met is marvelous. In the high school, which had an average of about 200 tardy per month a year ago, the scheme has brought this down until it is almost nothing.

Oswego.—The teachers of Oswego want higher salaries and have appealed to Superintendent Bullis to use his efforts in their behalf. In the city of Oswego, under present conditions, the minimum salary paid to teachers in the public schools is \$350 per annum and to laborers on the street \$462, providing the latter has 308 days work in the year.

Otsego.—Miss Mabel E. Toaz has resigned her position as teacher of ancient languages and history in the Cooperstown high school to accept a better position at Rochester.

In accordance with a determination reached two years ago, Superintendent W. C. Franklin, of Oneonta, is to retire from office at the close of the school year, after completing his twenty-fifth year of service in educational work and his eleventh at Oneonta. Principal Harry W. Rockwell, who has thoroughly demonstrated his adaptability for the position, has been elected Mr. Franklin's successor.

Rensselaer.—Something is doing again in Troy. Just before Mayor Hogan retired from office, he made a shift in the board of education by a clever political move. The two members, who were responsible for the dismissal of the high school principal, resigned, but were immediately re-appointed, one to succeed a holdover member who had voted to retain the principal, and the other to the next longest term. This left one vacancy to be filled by the incom-

ing Republican administration. Now, not only the legality of the appointments and the transactions of the board are questioned, but serious charges have been brought against the two members, alleging that they prejudged the Walrath case and that one of them has tried to evade the law in order that a firm in which he is financially interested could furnish certain supplies to the schools. The superintendent has taken a hand in the matter by writing a letter to the papers sustaining the actions of the commissioners. A few more turns of the grindstone and the axe will have a fine edge.

Late in December, 1905, the then board of estimate and apportionment in Troy raised the salaries of certain school teachers, and the validity of their action is questioned, as an examination of the statute makes it appear that promotion must accompany increases in salary, and it is alleged in the cases in question

there was no real promotion.

Edward W. Ames has been elected teacher

of history in the Troy high school.

Principal Neil K. White is making an excel-

lent record at Lansingburgh.

Professor Harry Pratt Judson, head of the department of political science and dean of the faculty of the University of Chicago, has been appointed acting president of the university. Professor Judson was formerly princi-pal of the Troy high school. He entered Williams College from Stillwater, and graduated in 1870, later receiving the degree of master of arts. In 1893 he was made an LL. D. by Williams and in the same year a similar honor was conferred on him by Queens College of Kingston, Canada. He has been successively professor of history in the University of Minnesota, professor of politics and diplomacy and dean of the faculty of arts, letters and sciences in the University of Chicago.

Miss Elizabeth M. Simpson, vice principal of the Southampton high school has resigned her position to accept a more advantageous one in the Emma Willard School. Miss Simpson has filled the position of vice principal at the Southampton school for the past five years and has done valuable work in the school.

Schenecnady.—Through the efforts of Commissioner Wingate and Principal Van Slyke, the Scotia high school has been designated a school where regents examinations may be held. Heretofore it has been necessary for the pupils to take the examination at Schenectady.

Principal Olin C. Hotchkiss, of Fultonville, has been appointed supervising principal of

one of the grade schools at Schenectady.
James H. Willock, Rutgers College, 1905, is

principal of the high school at Rotterdam Junction, where he is making an excellent record.

The Schenectady Daily Union offered prizes of \$5 and \$2.50 in gold, last month, for the two

best essays on Abraham Lincoln, written by grammar grade pupils of the county. The successful essays were printed in the edition of

February 12.
Football as it is now played has been abolished at Union University. A resolution to this effect was adopted by the students at a recent

college meeting.

Schuyler.—The retiring school commissioner, Frank L. Miller, made an enviable record during his term of service. During institute week the teachers showed their appreciation by presenting him a beautiful oak rocker and foot-rest.

Miss Katherine Brown has been promoted from the seventh grade to teacher of English in the Watkins high school to succeed Miss Jane Mae Haring, who has resigned to become school commissioner.

Suffolk.—Principal Robert K. Toaz, of Oxford, has been elected principal of the Huntington Union school, to succeed Arthur E. Chase, who has accepted a better position at New Rochelle. Mr. Toaz is a graduate of Syracuse University.

Tioga.—Owego is building a \$40,000 grammar school building. Newark Valley is running a \$1,000 lecture course consisting of eight numbers. Among the lecturers are Willits, Dixon and Stafford.

Tompkins.—A movement has been started in the high school at Ithaca for the establishment of what will be known as the "Sherman Loan Fund," a fund which will be for the aid of deserving students who are striving for education, but who, as in some cases that have been brought to the attention of the school authorities, have been obliged to abandon their efforts because of straightened circumstances. fund is named in honor of Miss Belle Sherman. who has been a member of the faculty for nearly thirty years. The fund will be established by holding a bazaar, through which the promoters hope to raise \$2,000. One half of this amount will always be kept for the ac-cumulation of interest, and this interest with the remaining \$1,000 will be loaned in small sums to students after a careful investigation. In no case will the money be tendered to the student as an outright gift. It will be merely loaned and will be returned with interest when the student is able to do so.

Elmer James Bailey, of the Utica free academy, has been chosen as one of the viceprincipals of the Ithaca high school to fill the place made vacant by the resignation of Propointment in the Morris high school of Greater New York. Mr. Bailey is a graduate of Rochester University and has done a large amount of postgraduate work at Hamilton and at Harvard. He holds the degrees of Ph. B., Ph. M., and A. M. His teaching extends over a period of nine years all within this state. Four of these years were spent in teaching at the New Paltz State Normal School, and the past four as head of the English department in the

Utica free academy.

Yates.—Principal Wilcox, of the Penn Yan high school has been promoted to the superintendency to succeed J. M. Thompson. Ex-School Commissioner N. Winton Palmer has been elected superintendent of the grammar and grade departments of the school system. This arrangement is only for the remainder of the present school year.

## STATE DEPARTMENT OF EDUCATION

### The Second Annual Report

The second annual report of the Education Department has been transmitted to the Legislature by Commissioner Draper. It treats in sequence of the concerns of elementary, secondary and higher education, of the State ondary and higher education, of the State library system, of home education, and the museum and State science work, and concludes with a general survey of education in the State, with such observations and suggestions as to its future conduct as the commissioner regards

as pertinent.

From the report it appears that the entire amount of money expended by the State during the year for elementary schools was \$41,-064,842.89, an increase of \$2,321,999.65 during the school year. The items involving the largest expenditure were (1) teachers' salaries, \$23,084,218.48, an increase of \$1,104,831.18; (2) buildings, sites, furniture, repairs, etc., \$10,-24,767.79, an increase of \$2,200.000.0000. 084,565.12, an increase of \$2,321,999.65; and (3) school libraries, \$172,976.02, a decrease of \$38,-The average cost per pupil, based on registration, was \$33.45, an increase of \$2.30. The value of elementary school buildings and grounds is reported to be \$105,572,574, an increase of \$13,124,317. The average value of school houses in districts outside of cities is \$1,833.63; in cities, \$91,330.91; for the State, **\$10**,138.50.

The examinations dealing with elementary school work conducted during the year show the following results: Regents preliminary answer papers, submitted, 307,941, number of credentials isued 21,019; uniform teachers' examinations; papers, 28,765, licenses issued 3,127; training class examinations; papers 16,563, certificates 1,005, training school and kindergarten examinations; papers, 7,456, certificates 614; examinations for State certificates, papers 3,368, certificates 38.

There were employed in the public ele-mentary schools 32,886 teachers, an increase of 697, at an average annual salary of \$701.94, and an average weekly one of \$19.94. Of these teachers 17,689 held certificates showing either college or the professional training of normal school or training school or training class.

#### Illiteracy in New York State

The Commissioner of Education, in a report on illiteracy in New York State shows that the illiterate population of ten years of age and over of persons unable to write any language, and the majority also unable to read, aggregates 318,100 out of a total population of 5,871,-102, being 54 illiterates per 1,000 of population. There are 130,000 illiterate voters in the State,

or 59 to each 1,000 voters.
Clinton county makes the worst showing in this line with 240 illiterates in each 1,000 voters, and Franklin with 110, St. Lawrence and Essex, each with 100, coming next.

Dr. Draper says that in the greater city of New York there are about 66 illiterates in each 1,000. The larger percentage of illiteracy is among the recent immigrants. The foreign born illiterates are 81 per cent, of the whole

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number. The illiterate children of native parents are practically all in the rural districts.

The county of New York has a lower per-

centage of these than any other county in the State, and Kings, Queens and Erie are next in this order.

In all classes there is more illiteracy above

twenty-five years of age than below.

Illiteracy among children is decreasing in all sections.

Illiteracy is much less prevalent in cittes of 25,000 inhabitants than in smaller cities and

country districts.

There is more female than male illiteracy. The contrary is true in the age period ten to twenty-four. The age period in which female illiteracy is the least is lengthening. In time it will probably be less than male illiteracy as to all ages.

In New York the illiterates ten to fourteen years old decreased from 13 in 1,000 in 1890 to 7 in 1,000 in 1900. In the country the decrease

was from 10 in 1,000 to 71 in 1,000.

Notwithstanding the decrease of percentage in child illiteracy in New York between 1890 and 1900, the State went down in comparison with other states from the eighth to the fourteenth place.

In 1890 New York has 8.5 illiterates a 1,000 of native whites from ten to fourteen years old, and in 1900 but 2.6 a 1,000. Yet in comparison with other states we fell from the seventh to the eighth place in the last decade.

Complaint has been made to the Department of Education relative to the wearing of a religious garb by the sisters who are teaching in St. Mary's Academy at Ogdensburg. St.

Mary's Academy is a Catholic institution, a recipient of State money, but a school at which attendance is not compulsory, as is the case in the instances cited by the department as having been decided by the courts. There is no opposition locally to the distinguishing garb of the Sisters. A similar condition of affairs exists at Plattsburg, where members of the order of Greynuns teach in one of the schools.

Mr. Draper orders that steps at once be taken to discontinue the practice. Unless such practice be immediately discontinued the department will feel bound to exclude the two cities from the next annual apportionment of public school money.

An interesting revelation of the recent report of Louis Bevier, Jr., New Jersey State Inspector of High Schools, is the establishment of reciprocity between the educational departments of New York and New Jersey. Educational credentials granted in New Jersey will be accepted throughout New York State at the value fixed for similar credentials granted un-der the auspices of the New York State Department of Education.

The diploma of a New Jersey High School approved by the New Jersey Educational Department will be accepted by medical schools, colleges, and by educational boards in New York State on the same terms as a New York High School diploma, and vice versa. It remains for the two State boards to formulate the standards for the recognition of High School credentials. That work is now in hand.

Dr. Andrew S. Draper has dismissed an appeal to his department taken by Augustus Turner, of Schoharie county, from the action of a special meeting of school district No. 11, town of Broome, in Schoharie county, in October last, in refusing to provide transportation at the public expense for his children to the district school. Turner lives in old school district No. 4 of the town, and after that district was dissolved and its territy was dissolved and its terr trict was dissolved and its territory annexed to that of district No. 11, his children had the longest distance to travel to school of any children in the district. Dr. Draper, in refusing to make the transportation of the children to school a district charge, finds that Turner is a well-to-do farmer, and that it is his duty to carry his children to school at his own expense. Transparation at the expense of the school district he save is only to be provided school district, he says, is only to be provided in cases where children are unable to walk and parents are not able to take them to and from school.

A question has come to the attention of the department regarding the right of the super-intendent of schools at Ogdensburg to license city teachers according to the authority of the city charter, the department claiming that the teachers must have Normal School certificates or similar credentials. It has been decided to have the teachers take examinations in the spring for first grade certificates. The department has made the following concession: That the teachers holding Regents' credentials or

those that can establish that they are entitled to such credentials will be given three-year certificates, renewable so that they will be equivalent to a life certificate. This disposes of a large number of the cases except a few of the old teachers who will be required within the next three years to pass examinations in history of education, algebra, civics and book-

#### MARDI GRAS-NEW YORK TO NEW OR-LEANS AND RETURN-\$37.75.

Via Washington and the Southern Railway, A. & W. P., W. of A. and L. & N. R. R. Tickets on sale February 21 to 27, good returning until March 3, 1906. Extension of limit can be had March 15th by depositing ticket at New Orleans, paying 50 cents. New York offices, 271 and 1185 Broadway. New York offices, New York offices, New York offices, Eastern Passenger Agent.

#### CALIFORNIA TOURS.

The Southern Railway offers two High Class Tours to and through California and return under Personal Escort from Washington, the tours being in charge of agent whose frequent trips over the entire route enable him to describe with interesting detail every feature pertaining thereto either while traveling or at stop-over points. Opportunity to see the National Capital with its Diplomatic, Social or Legislative functions, two days at New Orleans, one day at San Antonio, one at El Paso to see Juarez, Old Mexico, then California from Redlands to San Francisco in the Green Season when it is most attractive in climate and The California Coast Line with its expense. flora. The California Coast Line with its exquisite marine views. Old Missions and an infinity of interesting detail. The return is through Salt Lake, Colorado, and Chicago, with appropriate stops. Tickets may be purposed from extern points for round trip, joints. chased from eastern points for round trip, joining the tour at Washington. Aply to Southern Railway offices, Nos. 271 and 1185 Broadway. Alexander S. Thweatt, Eastern Passenger Agent.

#### CONNECTICUT MUTUAL LIFE INSUR-ANCE COMPANY.

We call attention to the sixtieth annual statement of the Connecticut Mutual Life Insurance Company, of Hartford, printed in this magazine, and the first under the presidency of John M. Taylor, which shows that this staunch institution is continuing in the lines so consistently followed for many years. Its figures have been awaited with lively interest throughout the insurance world and they will be found altogether satisfactory to the policy-holders, and to all who believe in sound, conservative life in-surance. The troubles of the last year in life insurance did not affect this Company, but only served to attract public attention more closely to its merits. It shows an unparalleled record during its sixty years existence of \$2,497,023,49 more money returned to its policy-holders than all that they have paid in, and with over \$66,-

000,000 still on hand belonging to them to meet

future obligations as they mature.
"Strength, not size; safety, not hazards; economy, not waste," are the simple but vital principles that President Taylor promises shall govern the management of this great and beneficient institution.

#### KELLOGG'S TEACHERS' AGENCY.

Kellogg's Teachers' Agency in New York City reports wonderful success. In 1904, it filled four positions near New York aggregat-In 1904, it ing \$11,600, or nearly \$3,000 each. The amount of business in 1905 was greater than in any previous year. The general run of salaries supplied by this agency is large, and the registra-tion list is small. This condition added to an intense personal work for his candidates makes the success that Mr. Kellogg has won in the agency field. Mr. Kellogg will be glad to have you write or call at 31 Union Square, N. Y.

#### IMPORTANT MOVEMENT IN ADVERTISING

The creation of a General Advertising Department for the New York Central Lines, and the placing in charge of that department the veteran railroad advertiser, George H. Daniels, who has been for nearly twenty years the General Pas-senger Agent of the New York Central Railroad, marks an era in the history of advertising in America.

The New York Central Lines are the first great system to create an advertising department which covers all the railways in their system, and the far-reaching consequences of such a move-ment cannot be appreciated at first sight, but this action on the part of the management of these lines emphasizes the value of advertising generally, and forces the conclusion of a strong belief in the efficacy of railroad advertising in particular.

Some idea of the importance of this new department can be had when it is understood that it will control the general advertising in America and in foreign countries of the New York Central, Boston and Albany, Lake Shore and Michigan Southern, Michigan Central, Cleveland, Cindern Christian Control Christian Control Christian Control Christian Control Christian Chr cinnati, Chicago and St. Louis, Rutland, and Lake Erie and Western railways and their leased lines, having their western terminals at Chicago, St. Louis and Cincinnati and their eastern terminals at New York, Boston and Montreal, and embracing more than twelve thousand miles of the best equipped railways in the world.

#### BOOKS RECEIVED

American Book Company, New York.

American Book Company, New York.

Geographical Reader, Africa, by Frank G. Carpenter; Blementary Physical Science, by John R. Woodhull; First Book in Algebra, by Frederick H. Somerville; La Fille de Thuiskon, edited by Kate Thecla Conley; Caesar: Episodes from the Gallic and Civil Wars, by Maurice W. Mather; Advanced Arithmetic, by Elmer A. Lyman; Commercial Correspondence, by Albert G. Belding; The Rose Primer, By Edna Henry Lee Turpin; Half Hours with the Lower Animals, by Charles Frederick Holder; Grammaire Francaise, by J. H. Worman and A. DeRongemont, revised by Louis W. Arnold; the Fairy Reader, adopted from Grimm and Andersen, by James Baldwin; Meyer's Das Amulett, edited by C. C. Glascock; the Child's David Copperfield and Oliver Twist, retold by Annie Douglas Severence; History and Government of the United States, for Evening Schools

by W. E. Chancellor; Essentials of Latin for Beginners, by Henry Carr Pearson; Economy in Education, by Ruric Nevel Roark; Essentials in American History, by Albert B. Hart; Essentials in English History, by Albert Perry Walker.

#### The Macmillan Co., New York.

The Macmillan Co., New York.

Examples in Algebra, by Charles M. Clay: The Educational Process, by William Chandler Bagley; Elements of Sociology, by Frank W. Blackman; Modern English, by Henry P. Emerson and Ida C. Bender; Special Method in Arithmetic, by Charles A. McMurry; A Text-Book of Sociology, by James Qualye Dealey and Lester Frank Ward; Comprehensive Bookkeeping, by Artemas M. Bogle; the Industrial History of the United States, by Katharine Coman; Civics; Studies in American Citizenship, by Waldo H. Sherman, Representative Essays on the Theory of Style, selected and edited by William T. Brewster; Primary Reader, first and edited by William T. Brewster; Primary Reader, first and edited books, by Katharine E. Sloan; Seat Work and Industrial Occupations, for Primary Grades, by Mary L. Gilman and Elizabeth B. Williams; The Macmillan Series of Writing Books, by Harry Houston; Macmillan's Pocket American And English Classics—Lorna Doone, Pope's Rape of the Lock, Lamb's Essays of Elia, Goldsmith's The Deserted Village, Shakespeare's King Henry V, Andersen's Fairy Tales, Hawthorne's House of the Seven Gables, Longfellow's Hiawatha.

Ginn & Company Resea Hiawatha.

Ginn & Company, Boston.

In the Reign of the Coyote, by Katherine Chandler; American Phonography, by William Lincoln Anderson; Latin Composition for secondary schools, by Benjamin L. D'Ooge; The Ethics of Force, by H. E. Warner; Summer, a Nature Reader, by M. A. L. Lane and Margaret Lane; Butterflies and Bees, by Margaret Warner Morley; Spelling Lessons for Intermediate Grades, by Aaron Gove; The Elements of Business Law, by Ernest W. Huffcut; Laboratory and Field Exercises in Physical Geography, by Gilbert H. Trafton. Trafton.

#### Thomas Y. Crowell & Co., New York.

The Happy Life, by President Charles W. Eliot, Harvard University; Tales from Plutarch, by F. Jameson Rowbotham; Selections from the Writings of Franklin, edited by W. Waldo Cutler; Beaufort Chums, by Edwin L. Sabin; The Pamily on Wheels, adapted from the French, by J. MacDonald Oxley; The Story of the Big Front Door.

#### D. C. Heath & Co., Boston.

The Principles of Rhetoric, by Elizabeth H. Spaulding; Every Day Life in the Colonies, by Gertrude L. Stone and M. Grace Fickett; Heath's Beginner's Arithmetic.

## Rand, McNally & Co., Chicago.

Black Beauty, by Anna Sewell, edited by Charles W. French; Japanese Pairy Tales, retold by Teresa Peirce Williston.

#### Miscellaneous.

HOUGHTON, MIFFLIN & Co., Boston. Dickens' Tale of Two Cities, edited for school use by R. Adelaide Witham. MAYMARD, MERRILL & Co., New York. Graded Poetry Readers. Edited by Katherine D. Blake and Georgia Alexander. Selected for their verbal beauty. UNIVERSITY OF CHICAGO PRESS, The Place of Industries in Elementary Education, by Katharine Louise Dopp. Price \$x.

Price \$1.10.

Scott, Foresman & Co., Chicago. English Literature, by Alphonso Gerald Newcomer. Price \$1.25. A text leading the student to the aesthetic appreciation of litera-

ture.

HENRY ALTEMUS & Co., Philadelphia. A Little Garden Calendar, for boys and girls, by Albert Bigelow Paine. Some of the wonders of plant life told in simple language.

B. F. JOHNSON PUBLISHING Co., Richmond, Va. Our Language, First Book, by Lida B. McMurry and F. T. Norvell. One of the features of this book is the study lescons from richtyres.

sons from pictures.

Novell. One of the returnes of this book is the study lessons from pictures.

The Century Co., New York. The Elements of Rhetoric and Composition, by Ashley H. Thorndike. This book is arranged for regular practice in writing by the student. Hinds, Noble and Eldride, Now York. The Approved Selections for Supplementary Reading and Memorizing. First year. Arranged by Melvin Hix. Price 25 cents. Fitty English Classics Briefly Outlined, by Melvin Hix. LITTLE, BROWN & Co., Boston. Select Poems of Robert Browning. Arranged in chronological order with biographical and literary notes, by A. J. George.

The PALMER CO., Boston. Nature Study in the Poets. Arranged for school use by Mary Roenah Thomas.

SILVER, BURDETT & Co., New York. The Basis of Practical Teaching, a book in pedagogy, by Elmer Burritt Bryon. EATON & COMPANY, New York. Builders of Our Nation, by Anna Holman Burton.

Christopher Sower Company, Philadelphia. Nation and State, a text book on civil government, by George Morris Philips; Gymnastic Exercises for Elementary Schools, by

Philips; Gymnastic Exercises for Elementary Schools, by Harriet E. Trask.

Scott. Forrsman & Co., Chicago. A Brief English Grammar, by F. N. Scott and Gertrude Buck.

#### REGENTS EXAMINATIONS

#### For Teachers' Elementary and Academic Certificates

SEPTEMBER 25-29, 1905

#### ARITHMETIC

#### Questions

- I Define five of the following: Arabic notation, minuend, prime number, decimal fraction, board foot, liter, par value. 2 Simplify  $2^{\frac{1}{6}+2^{\frac{6}{8}+1^{\frac{6}{4}}}-\frac{1}{6}\times 6^{\frac{1}{4}}$
- 3 A meter is 39.37 inches long; find the length in rods of a kilometer.
- A grocer sold tea for 871/2c. a pound, thus gaining 121/2c. a pound; find his per cent of gain.

5 Find the simple interest of \$634.60 at 41/2% from November 29, 1902, till today.

- 6 An agent buys 2,000 bushels of grain @ 91/2c. a bushel; would it be better for the agent to charge a commission of  $4\frac{1}{2}\%$  or of 4c. a bushel? Find the difference between the two commissions.
- 7 A note for \$384, without interest, dated June 30, 1905, and due to-day, was discounted at 6% July 31, 1905; find the proceeds of the note.
- 8 Find the cost, @ \$16.50 per M, of 8 pieces of timber each 24' long and 8"×10".
- 9 Write the note mentioned in question 7, making it payable to yourself.
- 10 A certain army lost in one battle 30 of its men and in another battle 1 of the remainder, after which there were 16,405

men left; find the number of men in the original army.

- 11 How much better rate of income will be received from an investment in 6% stock at 1373/3 than in 4% stock at 109/8, brokerage in each case being 1/8%?
- 12 A house valued at \$3,216 was insured for \$ its value at 34%; what annual premium was paid?

#### Answers

- I Arabic notation is the process of expressing numbers by figures. The minuend is the number from which another is to be subtracted. A prime number is one that has no exact divisor except itself and one, A decimal fraction is one or more of the decimal divisions of a unit. A board foot is the unit of measure for lumber. It is a square foot, I inch in thickness. The liter is the metric unit of capacity in both liquid and dry measure. It is equal to a cube whose edge is a centimeter. Par value is the value of the shares of stock named in the certificate.

  - 3 198.83 rds.
  - 4 163/3%.
  - 5 \$80.83.
  - 6 \$2.35 in favor of a commission of 4½%.
  - 7 \$380.25. 8 \$21.12.
- 9 \$384180 ALBANY, N. Y., June 30, 1905. On Sept. 28, 1905, for value received, I promise to pay George Brown or order three thousand eighty-four dollars. John Smith. eighty-four dollars.

  - 10 24,125 men. 11 11 % better. 12 \$20.10.

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#### PHYSIOLOGY

#### Questions

I Describe the structure and give the properties of a living cell.

2 Describe the manner in which the skull articulates with the spine.

3 Describe the action of the muscles in (a)

walking, (b) standing.

4 Discuss the relative value of the following as materials for clothing: cotton, wool, silk,

5 Describe the process of swallowing food.

6 Give the primary and the secondary effects of the use of alcoholic drinks on the capillaries of the lungs.

7 Describe the absorption and assimilation of

8 State how the blood supply to the various

organs of the body is regulated.

9 Give the physiologic effect of the use of tobacco on (a) the heart, (b) the lungs.

10 Describe the origin and the development of

the lymphatics.

11 Mention the functions of the 10th pair of cranial nerves (pneumogastric).

12 Mention an antidote for each of the follow-

ing poisons: arsenic, carbolic acid.

#### Answers

I A cell is a mass of nucleated protoplasm; the cell is sometimes limited by a cell wall and the nucleus may have a nucleolus. Cells are of

various shapes, according to the work they per-The typical cell is usually globular in form, the other shapes being the result of some modifying influence. Cells vary greatly in size, being from 5000 to 100 of an inch in diameter. A cell has vital properties in that it moves, assimilates food, grows and reproduces itself by means of its own power, and exhibits nearly all the phenomena of a human being.

2 Projections on the lower part of the skull fit into two little corresponding hollows on the of the upper vertebra (atlas). The second vertebra (axis) has a peg that projects through a hole in the atlas. This form of articulation allows great freedom of movement to the head.

3 (a) Walking is mainly a series of complicated movements of the flexor and extensor muscles of the leg in such a way that one foot is always on the ground. (b) Standing is the result of co-ordinate contractions of the muscles of the trunk and legs. When we stand the ankle, knee and hip joint must be kept rigid by the muscles in front and by their antagonists contracting at the same time. The head is kept erect by the muscles of the neck pulling against the muscles from the upper end of the breast-bone to the anterior part of the skull.

4 Cotton is a good conductor of heat, but should not be worn next the skin since it is not a good absorbent of moisture. It may be worn at all seasons over wool or silk.

Wool is a poor conductor and should be worn

next the skin at all seasons, especially where weather changes are sudden.

Silk is a poor conductor, and makes the best kind of clothing, being light of weight and soft to the skin. It is very useful for summer wear.

Fur is a very poor conductor of heat and an excellent protector against cold. It is best

adapted for use in cold countries.

5 After the food is masticated and insalivated it is gathered up by the tongue and forced backward between the pillars of the fauces into the pharynx. The pharynx closes all its openings except the one into the esophagus, and by contraction of its muscles squeezes the food into the esophagus, which, by a worm-like contraction of its muscular rings, forces the food down to the stomach.

6 (w) The primary effect is to cause a congestion of the capillaries so that they distend and partly fill the air cells. This materially checks the absorption of oxygen in the lungs. (b) The secondary effect is to thicken both the walls of the capillaries, and finally the walls of the air cells themselves, so that the exchange of oxygen and carbonic acid gas is greatly

impeded.

7 Glucose after it is absorbed by the villi of the intestines is carried to the liver by the portal vein. It is thought that the liver changes a portion of the glucose to glycogen and stores it up to be changed back into glucose as it is needed by the body. The glucose is given up to the blood by the liver in a steady stream, and is thus carried to the tissues where it is oxi-

dized, giving out heat and energy.

8 The amount is controlled by the muscles in the walls of the smaller arteries. The contraction or relaxation of these arteries is controlled by the vaso-motor nerves, which belong chiefly to the sympathetic system, yet they receive fibers from the cerebro-spinal system. When these nerves are paralyzed, the muscles of the arteries relax and a greater amount of blood flows; a stimulus to these nerves causes a contraction of the arteries and lessens the amount of blood flowing in the arteries.

9 (a) It makes it beat irregularly and with less power. Its excessive use poisons the nerves of the heart, and causes a fluttering heart and palpitations on slight exertion. (b) Tobacco smoke is irritating to the bronchial surface of the lungs. This is especially so when the smoke

is inhaled.

10 A network of absorbent vessels called lymphatics is found in nearly every tissue and organ of the body. Each lymphatic tube begins in the open space between a capillary and a cell of the body. They unite to form larger and larger vessels, and, at last, join to form the thoracic duct.

II They carry motor stimulus to the pharynx, bronchi, lungs and stomach. They exert a restraining influence on the heart, and under certain conditions send impressions to the brain, which result in quickening or slowing the movements of respiration. The branches that pass to the stomach give us our sensations of hunger, thirst and nausea.

12 (a) Induce vomiting repeatedly. Give as an antidote hydrated oxid of iron with magnesia.
(b) Use stomach pump. Give as an antidote

Epsom salts.



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#### ELEMENTARY UNITED STATES HIS-TORY AND CIVICS

#### Questions

I Draw a map of the eastern coast line of North America and on it indicate with approximate date of discovery a portion claimed by (a) Spain, (b) France, (c) England, (d) Holland.

2 Mention two unsuccessful attempts of the English to make settlements in North America before 1607, and give an account

of one of them.

3 Describe by a drawing or otherwise a "long house" of the Iroquois.

4 State approximately when the Intercolonial (French and English) wars began and when they ended. Give the principal cause and the final result of these wars.

5 What were the Navigation Acts and for what

purpose were they enacted?
6 Relate the events of the Revolution that gave the British control of New York city. State how long the British occupied New York city and mention two advantages secured by its possession.

7 State one argument that was used for the adoption of the Federal Constitution and one that was used against it. Name three men who were prominent advocates of the Constitution.

8 What provision is made in the Constitution regarding the admission or new states into the Union?

9 Give an important fact connected with the admission into the Union of one of the following states: (a) Vermont, (b) Missouri, (c) West Virginia.

10 Mention the purpose and two important re-results of the Lewis and Clark expedition.

results of the Lewis and Clark expedition.

II State the circumstances that gave rise to each of three of the following: (a) "Taxation without representation is tyranny," (b) "Millions for defense, but not one cent for tribute," (c) "Free trade and sailors' rights" (d) "Fifty-four forty or fight," (e) "Remember the Alamo," (f) "Remember the Maine" member the Maine."

12 By whom and in the administration of what president was the electric telegraph brought into practical use? Give two im-

portant results of this invention.

#### Answers

t (a) Florida was discovered by Ponce de Leon on Easter Sunday, 1513. (b) In 1535 Cartier ascended the St. Lawrence river as far as the present site of Montreal. The basin of the St. Lawrence later formed a portion of New France. (c) The English claimed the coast from New Foundland to Florida, basing their title on the voyages of the Cabots in 1407 and 1498.
(d) In 1600 Henry Hudson, while in the employ of Holland, entered Delaware bay and the Harbor of New York and later ascended the river that bears his name. On this discovery Holland based its claim to the region extending from the Delaware river to Cape Cod. (See textbooks for map.).

2 Two unsuccessful attempts were made by Sir Walter Raleigh to plant English colonies in

North America. The first attempt was made in 1585, when one hundred colonists landed on Roanoke island. They were improvident, spend-ing their time searching for gold and silver. Drake, happening to stop there, found them nearly starved, and taking pity on them, carried them back to England.

3 A "long house" of the Iroquois had rudely framed sides and the roof covered with layers of elm bark. It was usually fifteen to twenty feet wide by one hundred feet long with a door at each end. Along each side were about a dozen stalls, in each of which lived a family. At regular intervals down the middle were fire pits where the food was cooked. The smoke

escaped through the holes in the roof.

4 1689-1763. Remote cause: Contest between England and France for possession of America. Immediate cause: Hostility toward each other and conflicting claims to the Ohio valley. final result of these wars was to deprive France of all her possessions in America; while Great Britain gained possession of Canada and all that part of the United States that lies between the Atlantic and the Mississippi except a small strip about New Orleans.

5 They were acts passed by the English Parliament. They ordered that the commerce of the colonies should be carried on only in English ships and that all exports should be shipped to English ports. Their original purpose was to aid English commerce and to prevent the Dutch from competing with England for commerce.

6 In the summer of 1776 General Howe arrived at Staten Island with a large fleet and 30,000 men. He landed on Long Island and easily defeated the Americans, whom he greatly outnumbered. As soon as the British got possession of Brooklyn Heights, Washington decided to cross to New York with his forces. He carried out this plan during the night, being aided by a dense fog. The British soon entered New York, forcing Washingt in to retreat up the east side of the Hudson.

7 It was asserted that if the central government was not given power to exercise those prerogatives with which it was invested by the Constitution, the country would soon drift into anarchy and confusion; an argument against the Constitution was that it would destroy the sovereignty of the states. Hamilton, Madison,

8 New states may be admitted by Congress; but no new state shall be formed or erected within the jurisdiction of any other state; nor any state be formed by the junction of two or more states, or parts of states, without the consent of the legislatures of the states concerned as well as of Congress.

9 (a) Vermont was the first state admitted into the Union after the adoption of the Constitution. (b) Missouri was admitted into the Union as a slave state by the Missouri compromise after a bitter and angry discussion. (c) The portion of Virginia west of the mountains refused to secede from the Union in 1861, and was admitted in 1863 as a new state under the name of West Virginia.

10 It was sent by Congress to explore the country from the mouth of the Missouri to the Pacific. It led to the establishment of an extensive fur trade and to settlements that estab-lished our claims to the Oregon country.

II (a) It was declared by James Otis in respect to the Stamp Act. (b) Chas. C. Pickney is reported to have said this in reply to the agents of the French Directory who demanded a bribe for each Director and tribute to France. (c) It was an expression used by those resenting the impressment of American seamen and the restrictions placed on American commerce by Great Britain and France during Jefferson's administration. (d) This referred to the disputed northwest boundar, between the United States and British America. The Americans claimed that the north boundary of the Oregon country should be 54° 40′ N. Lat., or war declared against Great Britain. (c) A band of Texans was attacked at this place and destroyed by the Mexicans who were attempting to put down the Texan insurrection. (f) This referred to the destruction of the battleship Maine in the harbor of Havana in 1898.

12 Samuel F. B. Morse in the administration of John Tyler. It has greatly facilitated the transaction of business and the transmission of

# HISTORY AND PRINCIPLES OF EDUCA-

#### Questions

I Name an Oriental nation whose education is denominated (a) ancestral, (b) theocratic, (c) state, (d) caste, (e) priestly. In each case show why it is so denominated.

2 Show how the education of the Athenians differed particularly from that of Oriental

3 Name three Roman educators and give the principles advocated by any one of them.

4 "Jesus Christ, in founding a new religion, has laid the foundation of a new education in the bosom of humanity."

Show in what way this education was "new." 5 Mention in chronologic order five important factors of Christian cducation in Europe

prior to the year 1500.

6 Name one educator in the period between 1550 and 1700 who emphasized the theologic, one who emphasized the humanistic and one who emphasized the practical. Make an explanatory statement in regard to each educator named.

7 Name two famous courses of study in use during the 16th and 17th centuries and

give the essentials of each.

8 Name the four periods of a boy's education as outlined in *Emile* and give the main characteristic of each.

9 In discussing the work of Pestalozzi, W. T. Harris says, "The question will arise whether a premature and exclusive training of sense perception will not produce something like what is called 'arrested development' of the human mind, at an animal plane of intelligence."

Show what is here meant by "arrested development" and how it may be prevented

in sense-perception training.

10 Write briefly on the educational work and influence of Herbart.

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II Name the author of each of five of the fol-lowing: Cyropadia, Elementarbuch, Dialogues of the Dead, Education of Man, Evening Hours of a Hermit, Gates of Tongues Unlocked.

Write an outline of any one of these.

12 Mention in chronologic order at least four important factors that have tended to advance the education of woman since the beginning of the Christian era.

#### Answers

I (a) China. That which is ancestral and has been transmitted from antiquity is most prominent in education. The subject matter of Chinese education is wholly ancestral. (b) Hebrew. All education was based on the one dominant and prevailing monotheistic idea and laid great stress on impressing the will of God. (c) Persia. Education was prescribed and directed by the state for the aristocratic ruling class only to train them to obedience and loyalty to the sovereign. (d) India. Education has been permitted only to males of the three higher castes: Brahm ns, warriors and traders. (e) Egypt. Education beyond the mere elements was given by priests in the temples.

2 Its purpose was development of the individ-

ual rather than training for the state.

3 Cicero, Seneca, Quintilian. Quintilian advocated public schools, milder 10rms of punishment, teaching of oratory, etc.

4 It was new in that it looked to the develop-

ment of human freedom and taught the fatherhood of God and the brotherhood of man.

5 The teachings of the early Christian Fathers, the establishment of the catechumen schools, the founding of the monastic orders, the rise of scholasticism and the founding of universities.

6 (a) Milton. He defined education as "that which fits a man to perform justly, skillfully and magnanimously all the offices, both public and private, of peace and war." (b) Ascham. He was a famous teacher of Latin. (c) Comenius. He advocated the teaching of such studies as were connected with the life of the individual.

7 (a) The seven liberal arts. They were two courses: The trivium comprised grammar, rhetoric and logic; and the *quadrivium*, arithmetic, music, geometry and astronomy. The mother tongue was neglected since Latin was the only language used. History, ethics and natural sciences were omitted. (b) The Ratio Studiorum of the Jesuits. It lays principal stress on the

humanities and theology.

8 (a) The first period begins at birth. The education is physical. Natural wants are to be satisfied and no bad habits formed. (b) The second period begins with the boy's ability to talk and continues till the twelfth year. During this period the boy is to be free to do what he will and to have what he wishes. No attempt should be made to educate the boy for his future. Physical development and training of the senses are the important things of this period, and there should be little moral training and no religious instruction. Nature is to have her way. (c) The third period is from the twelfth to the fifteenth year. This is the period of study and of intellectual development proper. Utility is to be the guide in selecting studies. (d) The

fourth period begins at fifteen. The education of this period consists in training the affectionate, the moral and the religious sentiments.

9 It is produced when education stops with the cultivation of the senses. It may be prevented by leading the child to utilize his percention in forming concepts in judgment and in

reasoning.

10 After three years study at the University of Jena, Herbart became tutor in a Swiss family for three years. Later he prepared for academic work and was called to the chair of philosophy in the University of Königsburg where he established a pedagogical seminary, having a training school under his supervision. He wrote works on philosophy, history and pedagogy, the greatest which were his "A B C of Observations" and "General Pedagogy." He created the basis of a science of education, and was the first to elevate pedagogv to the dignity of a science.

11 Xenophon, Basedon, Fenelon, Froebel, Pestalozzi, Comenius. The Dialogues of the Dead was composed for the purpose of teaching Dead was composed for the purpose of teaching history to his royal pupil, the young Duke of Burgundy. Men of all countries and conditions were made to take part in these dialogues; i. e. Aristotle, Caesar, Alexander and others.

12 (a) Teaching of the principles of Christianity, particularly in regard to the sanctity of marriage. (b) Charlemagne, (c) Feudalism, (d) the Reformation

the Reformation.

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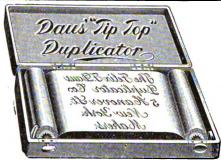
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H. Harten, Oct. 18, 1905.

WASHINGTON, PA.—Enclosed find check for commission on this year's position. Twice now you have secured desirable positions for me and have done all I expected you to do, and for these

attentions I am sincerely grateful. Eric V. Greenfield, Trinity Hall, Oct. 21, 1905.

BINGHAMTON, N. Y.—I take pleasure in sending you draft to cover my commission. The longer I am here the better I realize what an ideal position, both in character of work and in location, you secured for me. H. B. Jones, Vice-Principal High School, Nov. 25, 1905.

New Berlin, Ill.—I am pleased to learn that

Mr. Miller has enrolled with the Albany Teachers' Agency, for I consider it the best agency that a teacher can join. Walter M. Burrell,

Principal, Nov. 27, 1905.
GLENS FALLS, N. Y.—I came to Glens Falls Monday in accordance with your instructions, and have secured the sixth grade position. My work started to-day and I feel certain that I

shall like it. I appreciate the efforts which you have made in my behalf. Grace Flower Williams, Dec. 4, 1905.

New Rochelle, N. Y .- I am very glad that I have obtained the position in New Rochelle and I am grateful to you for your services. Ethel L. Major, East Orange, N. J., Dec. 7, 1905.
SWEDEN VALLEY, PA.—Last April I made ap-

plication to your agency for a teacher for our grammar school and you recommended Miss Jones of West Bangor, Pa., whom I secured. I am well satisfied with her and I shall be glad to recommend her at any time. Geo. M. Tuttle, Secretary Board of Education, Dec. 13, 1905. PORT CHESTER, N. Y.—The Port Chester

schools are much above the average—everything is strictly up to date—and I feel greatly indebted to you for the opportunity of teaching here. Mae

E. Wickens, Dec. 14, 1905.

GREAT BARRINGTON, MASS.—I am very much pleased with your prompt action in recommending a principal for the Housatonic schools. I telephoned you at 9 A. M., received a telegram from you at 10:30 and at 4:15 was visited by your candidate. He was finally chosen out of a list of thirty-five who applied for the place. It is worthy of note that he was the only candidate presented by your agency, and he has proved by his work that he is the right man in the right place. H. Dressel, Ir., Superintendent of Schools, Dec. 15, 1905.

Pemberville, Ohio.-We have decided to employ Mr. Perry D. Clark as principal of our high school. We were well pleased with the recommendation you gave him, and I assure you we will do all we can to make his work a success. C. P. Smith, Clerk Board of Education, May 23,

ALTOONA, PA.—The election resulted in favor of Mr. Ernest Lonis of Oswego, N. Y., as teacher of manual training. We wish to keep the papers of Mr. Lonis for some time yet and will return them to you later if you so desire. I wish to thank you for your interest and for the thoroughness shown in looking up the qualities of your men. I believe Mr. Lonis will prove all that we expect of him, and thank you for bringing him to

us. C. E. Karlson, Supervisor, June 15, 1905.

SALEM, S. D.—Enclosed we return your recommendations and advise you that the Board of Education have elected and contracted with Mr. Stackpole for the position of principal of the Salem schools for the ensuing year. I thank you for the courtesy you have shown the Board. P. W. Scanlan, Clerk Board of Education, June

17, 1905.

Kingston, N. Y.—I am pleased to announce to you that we last night elected Mr. Boyce principal of School No. 6 in our city. I am certain we have made no mistake. Thanking you for sending Mr. Boyce to us, S. R. Shear, Superintendent of Schools, July I, 1905.

NORTH BENNINGTON, VT.—I write to inform you that we have elected Mr. A. M. Jones, formerly of Wingoski, Vt., to the principalship of

merly of Winooski, Vt., to the principalship of our schools for the coming year. Thank you for your interest in the matter. Geo. B. Welling, Chairman Prudential Committee, July 5, 1905. DAKOTA, ILL.—We selected L. Nevin Wilson

of Harrisburg, Pa., recommended by you. Rev. C. K. Staudt, A. M., July 25, 1905.

BARBOURVILLE, KY.—I inform Miss Katherine Sutphen of Albany, N. Y., by this mail of her election as music teacher in Union College. Your unqualified indorsement is the greatest factor in her selection. Thank you for your assistance. James W. Easley, President Union College, July

27, 1905.
MIDDLEBURY, Vr.—Miss Margaret Chase came here Wednesday and we engaged her as assistant in the high school. I thank you for your assistance in the matter. E. H. Martin, M. D., Clerk

of School Board, July 28, 1905.

RICHMOND, KY.—I have just closed with your man, Mr. A. E. Bardwell, for the English and History position. James T. Barrett, Principal, The Walters School, Aug. 4, 1905.

NASHVILLE, MICH.—We hired Miss Updyke, recommended by you. S. H. Bennett, Superintendent Aug. 7, 1905.

tendent, Aug. 7, 1905.

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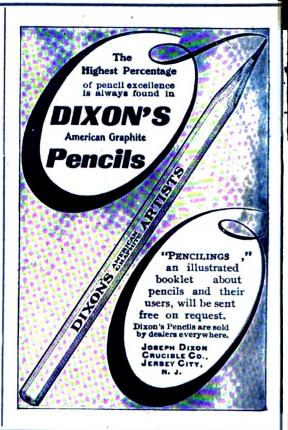
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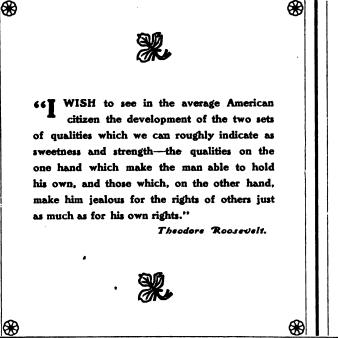
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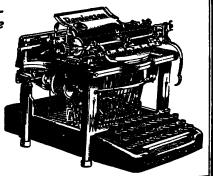
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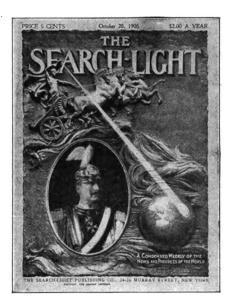
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#### FROM KINDERGARTEN TO COLLEGE

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MARCH, 1906

No. 7

#### Summer Camps For Boys

Their Educational Value

ELIAS G. BROWN, A. B., M. D.

TO educate means not simply to teach, in the restricted sense of imparting information—to educate means "to bring up." And the process of education must include instruction, and development, and training—mental, moral, and physical.

It is the object of this paper to show that, except for the simple imparting of formal book knowledge, there are no conditions under which, in an equal period of time, a boy can be carried further in the process of education for life more surely and truly than at a well conducted summer camp for boys.

In the following paper we will discuss the value to a boy of life in a summer camp owned and conducted by a man with experience in this line of work, who should also be a real educator with sympathy for and a knowledge of boys. We will take it for granted that the site has been carefully selected with a view to healthfulness and attractiveness, and that the camp is fully equipped, and properly conducted—and by this we mean with the highest ideals.

In the education of boys we must realize the close relationship in boyhood between soul and mind and body. A healthy boy is primarily a good animal. The young boy who is not fundamentally a good little animal is lacking in the first requisite for perfect manhood, and needs to be developed physically. There is no place where this can be more surely done than at the summer camp. In camp, the boy, unfettered by the chains which modern civilization so frequently throws around him, is free to receive from nature the benefits she so delights to give.

The boys' clothing at camp is entirely of flannel, and is as light as possible, consistent with warmth. When tramping or climbing among the higher mountains where it is cool, a plain suit of clothes is worn with a flannel shirt. Around camp, on the ball fields, tennis grounds, etc., a simple athletic suit is worn, consisting of a sleeveless shirt, and running pants which are short of the knee, and the little shoes called "sneaks." Mornings and evenings, when it is cool, a sweater, and stockings rolled down below the knee, are worn. On the water frequently even the light sneaks are discarded; and often the boys prefer to wear simply the worsted bathing suit. With such light clothing the young body is as free for motion as could possibly be, and the skin can breathe the fresh air, and absorb vitality from the sun.

As for exercise, there are the tramps and mountain climbing expeditions, and all forms of athletics and water sports, in which the boy may indulge freely, thus gaining, as the Indian boy did in the past, that health and strength and skill which only an out-door life can give. But the leader, of the camp plans, in addition, definite physical training for the boys. Each boy should take the special exercises that an examination has shown him to need. Also there is a general drill, in

which, in a definite way, the muscles are developed and trained to respond readily to the will; and by breathing exercises and setting-up drill the body is given an erect carriage. With all the physical development that the boys acquire, both in the formal exercises and in the general sports, they learn to see quickly, to use judgment, to be courageous but not rash, and to control the body and the temper. Take, for example, two forms of exercises, one on land and the other on water, and study their educational possibilities.

The game of basket-ball requires activity of body and mind. The internal organs are exercised and strengthened by the constant trunk bendings in every direction, and the bodily functions are improved. The muscles of the entire body-trunk, neck, legs, and arms-are developed, especially in ability to act quickly. The mind learns the importance of competition (against the opposing team) and the value of co-operation (with the other players on the same side) and is trained to act quickly and accurately, and to control the body. And morally the boy learns to play fairly. If the game of basket-ball is supervised properly by a competent referee or coach. who realizes the educational importance of the game, it is capable of producing greater educational results, not only physically, but especially mentally and morally, than it would be possible to attain in the same amount of time by any kind of formal ininstruction either from books or by word of mouth. It is the tremendously active life of the game that trains the boy in body, mind, and character.

Now let us consider canoeing, as an example of water sport, and see what educational value it may have. Probably the ordinary idea is that canoeing is fun for the boy, but dangerous, and a cause of anxiety to the parent. Let us realize that in every well conducted camp no boy can enter a canoe till he has learned to swim well, and to dive. Then he is given lessons

in paddling by a camp counsellor who accompanies him in the canoe. The boy learns a skillful procedure in handling the paddle, and he learns to use his eyes in observation, his mind in judgment, and to be steady. The boy is next taught to take a possible accident coolly by being put through the actual experience of an upset, several times, with a counsellor by his side. The boy is first told carefully several times what to do when upset, and then is practised in doing as told. Thus each one becomes perfectly confident and capable, and is without fear or the possibility of being frightened, for anything that could happen has already happened in his experience. When all this has been accomplished and the boy has proved to the camp leader his ability to handle himself well in a canoe or in the water, and to be a boy who uses judgment and can be trusted. then he is allowed to go in a canoe alone. In such manner the boy is trained, and acquires qualities that are of character.

A mother once sent a lad to camp wishing above everything else that her funloving boy would in some way learn to control his ceaseless and almost nervous activity, and learn at least to be able to be serious at times, and to control his impetuous nature. The lad learned to swim and to dive, and then wanted to use a canoe, and was sure he could "go it alone." He was warned, but allowed to try, under supervision. In a minute a careless motion caused an upset and a ducking, and the first lesson of caution and self-control had been learned. With practice the lad acquired a steady and knowing eye, that could observe the coming puffs of wind and uneven waves, and a poise of body that could prevent mishaps, and a strength and skill of stroke that enabled him to handle his canoe with remarkable dexterity. The healthy camp life and general training had quieted the boy's nerves, and the practice in canoeing especially had given him the ability to concentrate his mind and control his activities.

Bathing, diet and rest are so regulated that the boy can live this active life without fatigue or harm in any way, but with, on the contrary, a very distinct gain in health, and strength.

The hours of sleep are early and long, and during the entire summer, night as well as day, the boy breathes the vital air of forest and mountain, At call in the morning, after a short period of exercise (in most camps), a "dip" is taken in a cool spot in the lake, and the body given a rub-down in the still cool morning air. Even delicate boys profit by this, the exercise preventing "taking cold," and the procedure never having any ill effect, and doing much to harden the system. The boys dress quite warmly, put blankets out to air, and sit down for a simple breakfast. After breakfast squad duty keeps all hands busy, for (excepting the cook) there are no servants in camp, and each man must do his share to keep things in order. The work is soon over, and then comes the day of sport. The noon swim is one of the best-liked activities of camp. The sun bath which follows is enjoyed as naturally as the swim. After this blankets are brought in and bunks made up, and dinner is ready. All meals are prepared with a view to giving the growing boy the food he needs, without any of the harmful things which make up so great a part of modern civilized diet, and the fare is most heartily enjoyed. And it is quite possible, even with a large party of boys, for the meals to be quiet and orderly. Under proper leadership boys from homes of culture will return from camp no less refined. After dinner a period of rest is most valuable. By such means vitality is gained.

Some camps have a regular school session. This may be necessary for some boys. But it is preferable for a boy at camp to be free from such work as is done at school during the winter. A work shop

should be part of the equipment, however, for boys like to learn to make things, and this is valuable. Nature study of all kinds, and instruction in practical camping and woodcraft is most valuable and attractive to the boys. In the limited space of this article it will not be possible to go into details concerning nature study, but the general plan may be considered. writer's method is to have but little formal instruction, but to give "talks," either while resting on an outing, or around the camp-fire at night, the subject being such as is suggested by some event, or condition of the weather, or scene, or question asked. An outline of the subjects to be covered during the summer is kept by the leader, and, after a talk, at night, the subject covered that day is checked off. By this method the boys get the instruction without feeling the process—it is a part of the life they are living.

But let us consider for a minute the social life of the boy in camp. How often we find a boy who is ill-adjusted, who does not have the faculty of getting along with other boys or under certain circumstances. For instance, the bossy boy; the fussy boy; the mean boy; the moody boy; the selfish boy; or the easily-teased boy. In such an intimate life as that of camp, a boy's disposition is soon known. And the average boy is very democratic, and an unsparing and active critic. It is not that he says much, but his actions speak. The ill-adjusted one soon finds himself out of place. And then we have an unhappy boy, who either becomes miserable, or begins to undergo a process of change. The camp leader who is worthy of the place has an intimate knowledge of boyhood, good powers of observation, sympathy, tact, and strength. He sees the condition, and aids in the process of adjustment. But he has the sense to refrain from interfering with the cruel (?) process of rubbing down which is carried on by the boy crowd, though he has sympathy for the young vic-

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tim, and gives courage and strength to him, so that he may stand the ordeal, and finally come out a victor. Instead of withdrawing from the fight, the boy has been helped, and has pulled through, and shown good qualities, and has finally made friends—a changed boy, and happy. Of such value may the summer camp be in boyhood. In no other place has man such an opportunity for helping the boy in the deepest things of life.

We have now seen how great the opportunities are for the physical development of the boy in camp. We have seen how, through the physical activities and life of camp mental qualities and character may be developed in many ways, especially the fundamental qualities—observation, judgment, self-control, courage, honesty, etc. We have seen also how at camp the boy may find answers to the things he wants to know. And we have seen how, best of all, at camp the boy learns to get along with his fellow man, to adjust himself to necessary circumstances, yet to think and to do so that his life may be a factor for good in the world.

Summer camps for boys are increasing in number. They are coming to occupy a place in the educational world—a place that cannot be filled in any other way. Their educational value may be very great, and in a natural way, for camp life appeals to the very soul of boyhood.

#### Education For Character

#### The Problem

HORATIO M. POLLOCK

A LL who have observed the progress of mankind during the past century are agreed that material growth has been more rapid than moral growth. Man has learned to use the forces of nature so that he can produce the things necessary for his maintenance with much less labor than was required a hundred years ago, and by means of the marvelous devices of modern invention, such as the telephone, electric light, steam and electric cars, ocean steamships, automobiles, etc., he is able to enjoy life to a far greater degree than was formerly possible. The burdens brought on by sickness have been lightened by the increased skill of physicians and the average longevity in civilized countries has lengthened remarkably. It is probable that mankind is richer, stronger and healthier than ever before. But when we look at those social conditions which portray the moral nature of man we find but little advance over like conditions of a hundred years ago. vorce is no less prevalent now than then;

crime, so far as we are able to learn, is not decreasing; war, even in the most enlightened countries, is in as great favor as ever and no expense is spared in equipping armies and navies; the spirit of goodwill as seen in the relation of capital to labor, in social intercourse and in international relations is scarcely more manifest than in earlier days.

It cannot be denied, however, that the race is making some advance along ethical lines. Men are more tolerant if not more loving than formerly. They have learned that individual persecution is not profitable; but while the personal element has gone out of oppression, oppression under the guise of law, custom and monopoly still exists.

The lack of moral progress is not due to the impossibility of such progress. No one would question the possibility of human life on a higher ethical plane than the present. Many individuals are now living far above the common level, many have so lived in the past, and there is no probability that the limit of human perfection has been attained by any one.

The problem is how to bring about such conditions that people will live up to the limit of the possible—in other words, that each will put forth his best effort to live the life he ought to live.

It is a hopeful sign that thoughtful men are seeking a solution of the problem. Some are seeking political reforms believing that with the establishment of a just government many of the evils which now afflict society will disappear. Others are seeking the reformation of society so that juster relations may exist between men. Others are working for the religious conversion of the world with the hope that with the acceptance of their religion all wrongs will be righted.

Every rational movement for the improvement of society is a step in the right direction, but in order to make any permanent advance in society the moral nature of man must be developed and strengthened. This must be brought about mainly by the proper training of children. The process will be a slow one, but if it is seriously and wisely undertaken each generation will be better developed morally than the preceding one, and in the course of a few centuries man will come to occupy the sublime estate designed for him by the Creator.

The problem of the moral advancement of the race is thus seen to be one of education and must be solved by educators. Herbart recognized this fact when he said that the term "virtue" expressed the whole purpose of education. More recent writers have amplified the thought of Herbart and have demonstrated clearly that the one unifying aim in education is the formation of character. Many subordinate aims must continue to exist, but they will show their value by subserving the central purpose.

Granted, then, that character building is

the supreme purpose of education, what is the problem before us?

The first step is to secure the recognition and acceptance of the aim. Every parent and every teacher must be brought to realize that their most sacred duty is the upbuilding of the character of the children entrusted to their care, that the lessons and discipline of the home and school are of the highest value only when they are contributing to the development of true manhood and true womanhood. To secure such recognition of the principle will be no easy task.

Having established the central aim in the minds of parents and teachers we must determine how the aim may best be promoted in the home, in the school and in society. In relation to the home we must determine what is best in location, in architectural design, in heating, ventilating and lighting, in domestic economy, including food, clothes and furniture, in household management, in the parental care and discipline of children and in parental guidance and instruction.

In relation to the school, the problem is still greater. Here in seeking for the best to develop character we are dealing with the whole subject of education, but no longer in haphazard fashion. Every part of the subject must be examined in relation to character building and any part that does not prove worthy must be discarded. Take, for example, the question of school discipline. There are many ways of securing good order in the schoolroom. Some are good; others are bad. How are we to choose from among them? Let us examine the methods and the results. method one of tyranny like that of the slave driver? Is it mere suppression like that of the prison warden? Is it only artificial stimulation which must be continually renewed? Or, is it the inspired touch of the teacher on the inner springs of consciousness setting to work the harmonious faculties of the child mind, or is it the im-

pulse of some great principle or purpose working alike in the mind of the teacher and child? Is the child becoming stronger or weaker in character under its influence? Is it producing slaves and weaklings who having no acknowledged rights claim none? Is it producing willess souls who must be told when and how to act? Or, is it developing the power to act and the will to act nobly? Is it developing selfhood and the power of initiative along with goodness of heart? These are some of the inquiries to be made and some of the tests to be applied when the subject of discipline is examined with reference to the central aim. If the validity of the tests is accepted the evil methods must give way to the good.

Unlike discipline, all phases of school work are not so directly related to the moral life of the child, but all have a part in the great work of making the boy into a man, the girl into a woman, and each part must stand or fall according to its contribution to this paramount work.

In relation to society the problem of character building becomes a broad one. Here we must determine what is best for the child in its activities outside the home and school, but still under the guidance of parent or tutor. What companionship should a child have? What freedom of choice is to be allowed the child in making friends? What sports and social games are best and what amusements should be favored? .What religious services should a child attend and what part should it take in them? What general reading should be permitted and what should be required? What work or social service should be performed by the child in the course of its development? These and many other questions must be clearly answered before the best results in education can be produced.

In succeeding articles I shall discuss the problem here outlined with the hope of rendering some aid in its final solution.

#### Primary Geography

THE work of running water appeals very strongly to a child. In the school yard and on streets and roads, he has noted the rain-formed rills, and the channels, or gullies they make. Take the class just outside some day after a rain, and let them find out all they can about the work of the rain rills. The water is muddy, why? Where does the dust in the water come from? After awhile, when the rain stops, these rills disappear; what becomes of the mud they were transporting? This simple illustration prepares the children for a study of the work of the brook in wearing its channel and transporting its load. Every river in the land is doing similar work; cutting its channel deeper and wider in some places, transporting silt from one spot to another, building up floodplains and deltas, and carrying great loads of fine sediments to a resting place on the bottom of the sea. What a wonderful story it is! Exemplified in the tiniest rain-made streamlet, and further illustrated in the stupendous work of the tawny Colorado or the majestic Mississippi.

Note how the streams follow the general slope of the land, how also several rills join to make a larger stream; by noting these points closely the pupils can make a crude drainage map, on their return to the schoolroom, that will be of much value in the future interpretation of maps. The study of slope and soil need not carry a class far away from the school door, and is of inestimable value. If little more is learned at first but the meaning of slope, current, banks, downstream, upstream, shallows, channel, valley, divide, bluff, this is a distinct gain. So much of future geography study depends upon clear ideas of these simple terms.—Progressive Teacher.

The noblest service comes from nameless hands,

And the best servant does his work unseen.

—Oliver Wendell Holmes.

#### Leading Children to Love Good Books

CAROLINE COOPER, ELMIRA, N. Y.

THE subject assumes that a love for good books is desirable and profitable. This need not be discussed by us as there is no diversity of opinion. Hours could be spent quoting the testimony of men who have earned an exalted position and a contrary voice would not be heard. Lacking a negative side, we may pass directly to the "how" part, after briefly noticing some of the ways in which this love may broaden men and women and make them more useful, more successful and happier.

One who brings only his own experience and his own ideas to bear upon life and its problems has a narrow horizon, and is dwarfed mentally and morally. On the other hand he can, though he live in a lonely hut on the mountain side, widen this horizon until its limits are the ends of the earth, and his mind and soul may have intercourse with the struggles and successes of time, and his life meet the lives of the wisest and choicest people. The book carries a message from one life to another, bringing words of sympathy or courage or hope. One who has a good book is never absolutely alone, and the writers are not merely names. Dickens and Thackery and George Eliot are the friends of their readers.

Success, however we measure it, whether by effort or attainment, is furthered by reading. A reading of good fiction, well-written biography and history, enriches vocal expression, and forms as good a basis for judging human nature as the most elaborate psychology. Through technical books, the man who wishes to specialize can bring to bear upon his researches the thought and achievement of past ages.

As for the ministry of good reading to happiness—do we need to say anything of that? Each knows of lonely hours peopled with entertaining friends found in a

book. And we can all remember the neglected tasks of childhood, forgotten in our absorption in a fascinating story. Have we not hidden under our pillow or in the haymow Robinson Crusoe, or the Arabian Nights, or Little Women, so that an occasional moment's indulgence might be wedged into the too full day? And the happy evening hours when the family shut out the world and some one read aloud.

As we grew older nothing could force discouragement, disappointment and failure into the oblivion of forgetfulness like a favorite book.

Granted that reading makes one broader, more successful, happier, the subject resolves itself in a most adverbial manner into where, when and how to lead children to this love.

Where? Everywhere. The working together of school and home is the ideal—next to this the home. Nothing else has quite the effect of a book-loving home. A lack here is what brings the matter to the schools so insistently. The parent is often devoid of any knowledge of or appreciation for the good and the beautiful in literature. The school must not be. Children should grow up surrounded by books, and in an atmosphere of enthusiastic enjoyment of them. This is one of the cases in which schools must do double duty. How well or how ill rests with the teacher.

Is there anyone in all this wide world upon whom so much is depending as upon the grade teacher? It is in her hands more than anywhere else, that the future of the children rests. Body, mind and soul are day by day, hour by hour being trained by her for weal or woe. If she has the strength of a high purpose, a realization of all that she means to the community, what can she not do for them? She more than anyone else should have a sane and unerring taste for good books, based upon

wide reading and a thorough review of the world's best literary art. She will not stop with her high school or college course in literature, satisfied with what she gets there. That will serve but as a nucleus for the untold wealth of letters to gather around. She cannot instil what she has not, and to expect or trust her to lead boys and girls in a path she does not know is most unreasonable.

Encouragement and assistance should be given her from all possible sources. Cities should furnish well equipped libraries, boards of education provide lecturers and readers of first quality to keep her taste unperverted and her enthusiasm fresh. The principal may be her constant help and inspiration.

The elementary school should send its boys and girls into the high school with such a store of ability in this direction, that the work in literature will not be to them a new subject, but a following out of delightful discoveries already begun.

In this day of epidemics of phrases which catch the public ear one day and are part of our daily speech the next, we hear much of the gracious overflow. Nowhere is this more apparent than in a cultivation of good taste in reading in the schoolroom. Every subject improves where this beneficent condition exists. The school side then is the factor which brings this matter to us.

As to when the love for good books should be taught, it cannot begin too soon and should never stop. The work varies however with the age of the reader, and the years up to the high school are largely directed toward forming the habit, for that it is a habit is asserted by no less an authority than Dr. Mabie. The average child comes to school with little besides a small store of Mother Goose rhymes. A favored few have heard good poetry read long before the words meant anything to them. They have already acquired a foundation for future reading, know their

Mother Goose and have had the classic myths and fables told and retold. But it is with the average we deal, and how can we give him what is his by right of inheritance. In the primary grades—this term includes the fourth grade—the mechanics of reading must be mastered, the imagination satisfied and stimulated and a taste for the best formed. The acquirement of fluent, intelligent reading is aside from this subject, but the culture of the imagination and taste is entirely within our province.

Mother Goose rhymes form a natural starting point, but the very smallest baby in the kindergarten needs as great a variety as he ever will. He needs the fanciful, the possible and the true, the tales gathered from the storehouse of mythology and those from the life about him. Right here it is legitimate to wish that something might be said or done to stop the putting out of books-readers and story books -having garbled and incorrect versions of the stories with which it is sacrilege to tamper. In every field of literature are workers who have spared neither time nor trouble to hunt a story to its source, that it may be preserved in its purity, and yet publishing houses are flooding the schools with false renditions. Many of the folk-lore stories have been passed on from one generation to the next by word of mouth, so that an original version is difficult to get, but in the myths and rhymes, much conscientious research and compiling has been done by such men as Horace Scudder and Andrew Lang, so that a boy need not have three different endings to the same story in three different grades, as happened in one school. Forming and keeping good taste can be accomplished in but one way. Let us never set anything but the best before children. The Board of Regents has rendered an incalculable service by including in the new syllabus a rich suggestive list. Then there are numerous reading courses prepared by people in whose

judgment we can rest. The primary teacher has a most enviable task before her, and a world full of beautiful writing to build into the character of her small listener. In the lowest grades, the stories told should form much of the material for the reading lesson, and sentences from or about these tales can be as easily read as, for instance, "Do you like bread?" and "Can you drink water?" The sand table and the acting of the stories by the little ones help amazingly, and in the latter correct and choice expressions are best taught.

In telling stories back to the teacher, we all agree that a parrot-like repetition of the language of the book is undesirable, but it is an excellent plan to call attention to any especially felicitous phrase or turn of words and recommend that it be used just as it is, thus, "Atalanta was fleet of foot" is pretty, far prettier than Atalanta could run awful fast, and that "fleet of foot" will lodge in the little mind, gratifying the childish love for high-sounding words, and added to other fine expressions form a discriminating taste in language. This leads to an appreciation of good writing and an indifference to the cheap writing, which is such a pitfall to the unformed taste.

We, in our endeavor to cultivate a taste for the best, have to compete with a great mass of juvenile books, many of which, while apparently harmless, are vicious in that they lower the standard and weaken the powers of the mind. A wise hand is needed to sift this output. This is being done most excellently by our libraries and our conservative, book reviewers. The larger libraries have librarians who have been specially trained, and who spend all their time among children's books. It behooves the schools to keep in intimate communication with the libraries and to follow their lead.

As we go on through the grades, the teacher must be in control, but do less, as

greater facility in the mechanics of reading makes a pupil more independent. The ability to read is a vital factor, for it is folly to expect any one to exert a power he has not acquired, or to demand intelligent enjoyment of a book from one who can read but haltingly, and whose vocabulary is limited to the simplest forms of expression.

The acquirement of a vocabulary may be accomplished only by wise and persistent work on the part of the teacher. First of all it must seem desirable that much stress be laid upon the choice between words. It has been said so often that possibly it seems too trite to recall to your memory that a person dealing with inferior minds, or more properly with minds of inferior attainment rather than quality, instead of improving the language of those under him, loses his own vocabulary, using fewer and fewer words, until he is reduced nearly to the limits of his daily audience. It need not be understood that long words are to be hurled at a child regardless of his comprehension, but that language and literature work should be directed to the end that good writers may be enjoyed by our pupils without having to be translated into words of one and two syllables. We hear much of the desirability of simple language, but our language is not all made up of short words, and the careful and elegant writer employs the word which most nearly expresses his exact meaning, regardless of whether it is a good old Saxon word, or one of our more ornamental grafts from the Latin, so that the pupil, to be prepared for wide reading, must take the language as it is written.

That spelling lesson which begins and ends with the spelling of the words is a poor lesson. A successful lesson leaves with the class the ability to spell, use and define each word. I use "define" here in a loose sense. The time spent in getting accurate definitions from a young class is out of proportion to the value of the at-

tainment, but an approximate meaning in fourth grade grows toward an exact definition in the eighth. In this connection of course synonyms get a good share of attention. The dictionary and book of synonyms should be much used and well known. I have found that a boy's interest in words increases rapidly when he himself owns a good desk dictionary. The cheap little ones which parents are likely to think good enough for children are pretty poor, but if you can get your pupils to ask for good ones as birthday and Christmas gifts, it will soon become the fashion.

A wide command of words is what each boy and girl should bring to his reading. If this were accomplished there would be less drudgery in the literature work of our upper grades and fewer complaints from the high schools of the immaturity of thought and language in their entering classes.

If this seems hopeless or visionary, think of some child of your acquaintance who has normal ability and who comes from a home where books are part of the family life, where authors are spoken of as familiarly as are absent friends, and where polished language is the medium of expression, the result not only of effort but of habit. He fixes the measure of what may be, not the boy whom we all know, who comes from a home destitute of books. where an overworked mother adds to too scanty wages by taking in washing. This boy has a right to the world's literature, and has the natural ability of the other boy, barring the element of heredity, which is acknowledged to count for something, it is the privilege and the duty of the school to give him the passport.

Required reading beyond a moderate degree is likely to take on the aspect of a task to the young reader, and something he has to read is not nearly so attractive as something he has been led to think he wishes to read. Excerpts from good books, which make up so great a part of our readers, are

samples, which, skillfully used, may whet the appetite for the whole book, and let us see that the books are available.

A tendency to study about literature, rather than literature itself, should be discouraged. The personal life of an author is so largely the life of an ordinary man that, aside from a few facts of nationality, period of writing and style, he may be neglected for his writing. Understand this to mean for grammar school pupils. We grown-ups enjoy too much the friendly gossip about literary characters and their familiar letters to give up the notes of Edward Everett Hale, and James T. Fields, and Thomas Wentworth Higginson, and a dozen others without a protest. But our taste was formed years ago, and we like this aspect of writers because we have first known them through their writings.

It is important that the books read should be suited to the taste of the reader. Different subjects attract the same child at different ages. Rhymes and fairy stories in the primary grades lead to fables and myths in the intermediate; tales of chivalry feed a taste in older grades. The age of hero worship and high ideals should be watched for and recognized, for the moral worth of catering to this appetite can not be overestimated. But because a certain quality is likely to appeal to a certain age. books can not be indiscriminately parcelled out according to age alone. A little blueeyed, flaxen-haired girl, with a soft voice. after hearing the story of the Spartan boy and the fox said: "I like that story, and I like the boy; he let the fox eat right into him and never said a word." The heaviest fighter on the football team had hard work to keep unmasculine tears from falling during a pathetic story of a child's destitution and desertion. Many sunny children choose the saddest and most solemn poems as their favorites. This is a question where the judgment and tact of the teacher are needed.

A love for poetry is more difficult to arouse than for prose. That is, a love for reading poetry. Most classes will listen to poetry with an absorbed interest, but the elements of elision and poetic form present difficulties not easily managed. So in the lower grades the taste may be cultivated best by satisfying the sense of rhythm by much reading aloud of fine poems, not dwelling upon individual words, even if beyond the comprehension of the Intelligent, sympathetic reading listener. is sure to convey the general thought, and the music is satisfying. Later, with mechanical facility, a boy will read for himself with zest the poems with which he is already familiar, and will have a love for them because they come to him as old friends.

We must not ignore the individual ownership of books. Nothing assures an interest like possession. If we can make the children want to own books, the thing is accomplished, for the boy and girl of today get what they want. Frequent talks about books and favorite books stimulate a desire. Make a library of one's own seem a thing of which to be proud.

I wish to quote in closing from a little essay of Henry Turner Bailey's, which I hope you know, as it is peculiarly inspiring to teachers—"The City of Refuge":

"We who supervise and teach in the public schools are watchmen at the gates of the city. It is our business to stand by the way in the places of the paths, crying at the gates, at the entry of the city, at the coming in of the doors, 'Unto you, oh men! I call, and my voice is to the sons of men. Hear for I will speak of excellent things, and the opening of my lips shall be right things.'

"We hold the keys, we can open the doors, we can lead the way into the land of delights.

"It is the teacher's chief business, I repeat, to give the freedom of the celestial city to every boy and girl."

# Keep Out Old Mistakes

IF in all our teaching we could succeed in getting our pupils to feel that it is not so great a crime to make a mistake as to keep on making the same mistakes we should secure better results. It should be our ideal to teach each fundamental fact so thoroughly that it will "stick" finally. As children are constituted it is impossible to imbed each fact taught in the heart of the child the first time the fact is given him. Repetition is necessary in many cases. We are too prone, however, to repeat without getting the child to make a conscious effort to avoid making the old mistakes. The real teacher not only corrects a mistake, but she leaves the child in the right mental attitude to correct for himself all similar mistakes. The child who is taught to say, "I did it," instead of "I done it," if he is taught right, should be left anxious to watch himself and correct his own error until he has acquired the right habit in this regard. The child who makes mistakes in "borrowing" in subtraction, or in "carrying" in addition, should be so tactfully corrected that he would thereafter be able and anxious to correct his own similar mistakes. It is worth while to allow the pupil sufficient time to go over his work and to correct those mistakes to which his attention has been previously called, before passing in the work. Have the pupil make an honest effort to keep out the old mistakes and to put in correct forms or processes previously given him. A teacher once called William (aged ten) aside and said to him, "William, I notice you say, 'I have went.' 'I have gone' is correct, or 'I went.'" preached no sermons on correct usages. She gave no special exercises or drills to William, but he never forgot the kind caution. Twenty years have passed and the correct form has become a habit with William.

Do thoroughly whatever work God may give you to do, and cultivate all your talents besides. —Archibald A. Hodge.

#### The Cultural Value of Shorthand\*

WILLIAM B. CURTIS, PRINCIPAL COMMERCIAL DEPARTMENT, HIGH SCHOOL, DUNKIRK, N. Y.

HERE are some things that must be learned and still cannot be taughtsome things too subtle for the teacher to put up in packages and deliver to the student, and still supremely essential to his proper equipment. Even we commercial teachers, so often accused, and so often guilty, of sacrificing the cultural to the practical, of teaching the young how to get gold rather than how to get good, must give some recognition to the cultural side of education. I am not of those who bebelieve that the mere mastery of the technique of a trade or a profession sufficient to enable the scholar successfully to practice the same, is in any proper sense an education. It is simply a training. lieve in giving a commercial educationnot merely a commercial training. lieve that commercial instruction should be educational as well as utilitarian-that every properly equipped person, whether his major work be in commerce, science, medicine or the law, must acquire, outside of his specialization, that breadth of character, that refinement of the mind, that strengthening of the moral fibre, that go to make up what we call culture.

It is the purpose of this paper to show how the study of shorthand may contribute to this end—to make mention of how some degree of culture is essential to success in shorthand, and to urge that commercial teaching ought not to be all commerce, trade and office routine; that the study of the art should, to a certain extent, be pursued for its own sake—to show that at least one part of the commercial curriculum can be used as effectively as any other branch of the school work to develop that well-rounded character that goes to make up, in the highest sense of the word, a MAN.

The advantages derived from the study of shorthand come from two sources—the mental training secured in the mastery of the principles, and, later, the knowledge and culture gained from the matter dictated. Let us first consider the acquisition of the art.

What teacher of shorthand here has not witnessed a most wonderful transformation and betterment in even some of his poorest and least promising beginners by the time the end of the manual had been reached? And it is not difficult to account for this, for the study of the principles is one of the most excellent means of mental discipline securable. It cultivates alertness, racy and concentration of thought. From the first lesson there is that unceasing strain after both accuracy and speed—two diverse elements that must be made to harmonize -an effort that quickens the perceptive powers, awakens dormant ability, vivifies the lethargic intellect, and stimulates and exhilarates the mind. The teaching of the principles shows the student the importance of accuracy in little things. It inculcates order, exactness and precision. develops a careful and painstaking disposition where before all was slovenliness and indifference. It shows him that he must cultivate his ears to hear aright, his brain to think aright, his hand to move aright and his eye to see aright.

Furthermore, the study of the subject is a linguistic training of tremendous value. For the first time the student comes to understand the composition of his language—the importance of its sounds and the deceptions of its spellings. On this point Jerome Howard says: "The knowledge of phonetics imparted by phonography is worth to the school child all that it costs him in time and labor of acquisition, if only for its sake as a corrective and counteractive of that warping, distorting influence

<sup>\*</sup> Read before the Commercial Teachers' Section of the N. Y. S. T. A., Syracuse, N. Y., December 28, 1905.

exerted on the mind by our absurd, antiquated and unscientific spelling-an influence that tends ever to nourish that false understanding of words which looks upon them as being primarily something written instead of something spoken-which views letters and not sounds as the real elements of language." This phonetic training cultivates analytical ability-drills the student in the fine discriminations of sounds and accent, begets the habit of distinct and accurate enunciation, for he must know the correct sounds of a word and the proper accent of the syllables in order to form the correct shorthand outline. This is a training in pronunciation of the highest value. The student comes to observe that it is pro-nun'ciation, not pro-noun'ciation; in'fa-mous, not infa'-mous; ac-cli'mated, not ac'-cli-mated; con-sum'-mate (for the adjective), not con'-sum-mate; ec'-ze-ma, not ec-ze'-ma; lam'-ent-able, not la-ment'able; com'-plex, not com-plex'; in-qui'-ry, not in'-qui-ry; a'm-ia-ble, not Chi-ca-go, not Chi-cá-go; Da-nish, not Dan-ish; ha-nous, not he-in-ous, and da-bre, not de-bris. However, if in his transcription we find LIAR where ought to have been LAWYER, or reference to a dead man as DISEASED instead of DE-CEASED, we will have to confess to the inadequacy of shorthand as it is written to make up for his lack of common sense.

And I must not fail to mention the excellent training of the memory given by the study. Nothing is better adapted to strengthen the retaining powers of the mind and to develop the HABIT of remembering than the process of each day having to commit some new matter to memory, and at the same time have fresh at hand all that has been learned in the previous stages of the work. The student soon comes to appreciate that what he learns one day he must have ready to use ever afterward, and that when these occasions come, it will not answer his purpose that he knows where to find it and look it up. This leads him to

serious effort to get it thoroughly and finally the first time, causing him to abandon that desultory, will-look-it-up-again manner of study that many other subjects so persistently foster.

But it is in the later stages of the study of shorthand, the taking of dictation and the transcribing of notes, that the cultural benefits of the subject are most appreciable; and here is the chance for the teacher to assist the student most materially in the embracing of the opportunity afforded. is here that the student has the opportunity to make of himself something more than an office amanuensis-something more than an automaton. It is here that he has the chance to broaden his stock of general information, familiarize himself with the current topics of the day, strengthen his faculties and discipline his mind. No other subject in the high school curriculum offers room for the imparting of such a broad scope of information as the dictation course of the shorthand student. It is here that those students who have not been born wise may have at least a modicum of wisdom thrust upon them. It is here that for the first time they come in contact with various fields of thought. It is here that they can be taught to appreciate the beauty of pure and polished English, the lofty statliness of Websterian diction, the direct. incisive simplicity and strong expressiveness of well-selected language. It is here that they can meet with the best minds of the world, and not only hear, but take down and preserve, the pearls of thought, the charms of language, the beauties of expression. It is here that they have a chance to catch and keep the witty phrase, the striking thought, the apt speech, the cute repartee. It is here that the teacher finds his opportunity to inform the student concerning a variety of subjects, to explain to him the significance of the legal phrase, the foreign quotation, the historical reference, and the philosophic suggestion. It is here that the student can be put in touch

with the great world outside the schoolroom, with the great political and economic movements, the progress of science and invention. It is here that oftentimes he discovers in himself an innate adaptability to a certain field of labor, in which he afterwards specializes and attains to high success and honor. Many things we learn unconsciously, by the process of absorption, by virtue of our intellectual environment. No scholar can have pure English and lofty thoughts poured through him for twenty or thirty weeks and not be made, even in spite of himself, in spite of his stupid indifference, better and wiser thereby. Even to those who are the most automatic in their work some little part of the matter dictated will cling and abide. It is on this point that most excellent advice is given the teacher in the Regents' business syllabus, edited by our friend Mr. I. O. Crissy. The syllabus tells us that "Care should be taken in selecting the matter for copying or for dictation. No matter should be used simply because it contains words that can be printed on the typewriter or taken in shorthand. The selection should have a broader purpose. So far as possible in all matter chosen for transcription or dictation the teacher should assure himself that it is of a character tending to add to the student's knowledge and broaden his mind while affording him the necessary practice." I dare say that during the progress of the late Russo-Japanese war there were few persons who were better posted on the important events of that struggle than were even the sixteenyear old girls in my dictation classes. dictation exercises, preparatory to trying the 100-word test given by the Regents, I use carefully selected articles from the current-topic magazines, such as the Review of Reviews-matter that is well adapted to meet the double purpose of drill for speed in shorthand and culture to the mind. There is no great movement or event of world-wide or national interest concerning

which I do not in this way inform them to some extent. I think that the 100-word Regents tests prepared by Mr. Crissy most admirably subserve this purpose. They consist of selections from literature entirely outside the business office, and in order to prepare for these very rigid examinations both the teacher and the pupils see that the latter must be able to take down and transcribe general literature, as compared with the stereotyped diction used in business correspondence—and must be able to follow a line of thought or an argument that will tax the efficiency of their shorthand and test their knowledge of the English language to the utmost, and thus a great incentive is given the students to practice and familiarize themselves with such outside matter. And I believe, in fact I know, as far as my experience goes, that the cultivation of this ability to handle general English outside that met with in the commercial work proper, makes the student in every way a better stenographer and assistant. Instead of being a mere machine to turn out typewritten letters (and I was reading the other day that some inventor promises us a machine soon that will take the words from the dictator's mouth and hand them back to him in typewritten form), he has that ability that enables him to secure a firmer grasp on the affairs of the office because of the broad and general training that has been given him. And he is a better MACHINE, too. He writes and transcribes more accurately. He uses better discretion when he has to rely upon his judgment, as at times we all have to do, instead of upon his notes, in order to transcribe a dufficult or hastily taken passage. Furthermore, he has cultivated the ability to remember what has been dictated to him, and will not have always to refer to his copybook or his notes when asked concerning the contents of some letter dictated five or ten minutes before.

It is this capacity for absorption, this embracing of the advantages that their

work afforded them, that accounts for so many young men who began as stenographers attaining high success in other fields. It is this that accounts for Secretary Cortelyou being now in the President's cabinet instead of thumping a typewriter in some dingy office. It is this that accounts for Mr. Loeb now occupying the highly responsible and honorable position of Secretary to the President instead of being engaged in some trivial and servile capacity at a meagre compensation.

Many of our successful lawyers to-day were formerly stenographers who in that capacity took full advantage of the excellent opportunity to learn the law afforded them in their office work. Many of our best newspaper writers today are exstenographers who cultivated literary ability as a result of their shorthand labors. Many of our great captains of industry hold their present commanding positions in the business world because of the familiarity with the business that they gained while engaged in stenographic work. There is hardly any position for a stenographer worth having that does not offer excellent advantages for advancement in some other line of work, if the occupant is awake to the opportunities about him.

Shorthand dictation can be made to supplement and reinforce much of the other commercial work. For example, with my classes I always spend several weeks in law work, dictating the most common law forms and papers, and am able to make this of especial value to those taking business law, for the transcribing familiarizes them thoroughly with the legal forms and phraseology they need to know. Shorthand also to a very appreciable extent helps out the work in business English. transcription work the student is taught the proper business forms, is made familiar with accurate, concise and expressive English, poor English and faulty spelling and pronunciation being constantly pointed out to him. He comes to appreciate that clearness of expression is but another name for clarity of thought.

But right here I want to emphasize the fact that, in order to expect satisfactory results in this matter of imparting information and culture through means of the exercises dictated, the teacher has a task of his own to perform, and that is to carefully drill the students from the very beginning of the work on the importance of giving constant attention to and retaining in the mind the thought of the matter dictated. Very often, instead of asking a scholar to read his notes, I require of him to repeat to me as best he can the thoughts or argument of the letter just given. This leads to a most valuable acquisition, for we all know that in reading notes that are necessarily inaccurate because of the strain of high speed, those scholars who have the best retaining powers will get out the quickest and most accurate transcription, other things being equal. The student must be taught to appreciate that the study of shorthand can be made to mean much more to him than the mere mechanical processes of note-taking and transcribingthat the one great advantage in having these processes become mechanical is to relieve the mind from necessity of application to them, and thus to leave it free to appreciate and absorb the thought that is being fed it. The mind grows by what it feeds upon. Here is a case where the student may, like the life-insurance president, keep for himself some of that which is given him in trust, and still, unlike those tainted gentlemen, hand over all that he has received.

And now in order to give the arguments that I have presented a higher claim upon your consideration than my weak espousal secures for them, allow me to quote an eminent authority on the subject. In his address before the National Commercial and Shorthand Teachers Association held in Chicago last December, on "The Value of a Technical Business Education," the

Hon. Timothy L. Woodruff said: "Nor should we be unmindful of the fact that there is mental discipline of a high order in the learning of stenography. The young man or young woman who has diligently applied himself to the acquisition of this accomplishment has received a training in accuracy of detail that is as valuable in cultivating the faculties as the study of a dead language. If one of the chief objects of mental training is to secure rapid and strong thinking, and thorough control of the mental faculties, then the influence of a practical business education must be of the greatest value also in this respect."

In order that we may more deeply appreciate the extreme importance that every possible opportunity should be embraced by the teacher to thus broaden and discipline the student, let us for a moment consider what is to be expected of the stenographer when he is required to do practical work. Of course, I take it for granted that we are all instructing the young men and young women placed in our care with the idea of training them to become something more than mere office appliancesthat our aim is that purpose to the accomplishment of which all true pedagogic effort is devoted—to assist the student to become of the greatest possible usefulness in life. I take it that we are endeavoring to so train our students as to develop what is the highest, noblest and the best in them, perhaps hoping, and in many cases knowing, that this young boy or girl is to use the mystic art simply as a stepping stone to higher things. I believe that to become a good stenographer requires as extensive a preparation as does any other profession -more than some of them. An ambitious young man asked of an experienced shorthand writer, "What should I study in order to prepare myself as a stenographer?" "Everything," was the astonishing reply. Someone has remarked that no other work so imperatively demands instantaneous mental comprehension with instantaneous manual execution. It is not sufficient that the stenographer be able to take down and faithfully transcribe what he hears; to be a phonograph is not to be a phonographer. "I do not doubt your accuracy," said the late Senator Hoar to an official stenographer, "I dread it." Many times he must be inventive rather than imitative, literary rather than literal Many times he must have "logic as unerring as light, and an imagination that supplies defects and builds the perfect from a fragment." To sum up, then, there must be the alert, unerring ear, the agile finger. the unfailing nerve, the retentive memory. the practised eye, discerning judgment, general information and broad culture. This is the ideal stenographer—the ideal to which we all can aspire, and I believe the higher we aim and the higher we teach our students to aim, the better results will we attain, even though in no case will the ideal be realized, as it so seldom is in any of life's work. True it is that with the limited time at our disposal we cannot train students to be professional reporters. Perhaps, anyway, reporters are born, not made. True it may be that much of the material in our hands is raw and crude, and grossly unfit. Perhaps in our classes we have all grades of ability and disability from sage to simpleton-some of them rankly illadapted to the work at all, and that it will be highly to our credit if we succeed in preparing some of these incapables for amanuensis positions where they can earn their chewing gum and tickets to the vaudeville performances. But we must ever have in mind the forceful expression of Carlyle: "That there should one man die ignorant," said he, " who had the capacity for knowledge, is what I call a tragedy." And a grave charge rests against us as teachers, if in all our professional experience, we have failed, either through ignorance or indifference, to arouse even one student to the full realization of the opportunities before him to rise to higher fields of usefulness. Digitized by Google

## The Better Way

PRESIDENT CHARLES MC KENNY, MILWAUKEE NORMAL SCHOOL

"THERE is more than one way to skin a cat," was a common proverb among my boyhood gang, the truth of which I have amply proved both by observation and experience during my life time. The following illustration of the soundness of the proverb is taken from my professional observation.

In the schools of a city were two teachers who were counted eminently successful. They possessed strong personalities, were well educated, had taught for several years, and were genuinely interested in children and in their work. They were equally successful in the management of their respective rooms so far as the securing of obedience and order was concerned.

One, however, Miss G., gained the respect and love of every child in her room, while the other, Miss A., failed to win the regard of very many of her pupils. It was also noticeable that the sense of responsibility and trustworthiness and the feeling of self-respect developed much more rapidly in children who were with Miss G. than in children with Miss A.

I was interested to know the reasons which led the children to put their estimates upon these two teachers. A boy friend of mine, who never had trouble with any teacher and was liked by them all, passed from Miss A.'s room to Miss G.'s. While in Miss A.'s room he was not happy and frequently made disparaging remarks about her and about school, but when he entered Miss G.'s room all was changed. Adverse criticisms gave place to praise.

One day when he was loudly proclaiming his preference for Miss G. I tried to discover why he liked her better than he did Miss A. "Is Miss G. less strict?" I asked. "No," was the reply. "Are her lessons easier?" "No," was again the answer. "Why, then, do you and all the boys like her better than Miss A.?" "Well," he replied, "if a boy does wrong in Miss A.'s

room she scolds him before the whole school. If a boy does wrong in Miss G.'s room she comes quietly around and whispers to him, and he does not feel like doing wrong again. Or at close of school she says, 'John, I should like to see you just a minute after school,' and no one knows why she wants to see him."

Thus a boy contrasted two ways of discipline. The fundamental difference between the two ways is great. One recognizes the self-respect of the child and does not humiliate him before his mates, but by a look, a whispered word, a sentence written on a slip of paper and dropped on his desk in passing, or by a seasonable talk "after school represses an evil tendency or calls into play the desired activity, and by so doing develops the habit of self-regulation. It works from within outward. It makes the child feel that the teacher is his best friend. It is the expression of tact and sympathy on the part of the teacher.

The other method disregards the sensitive nature of the child and wounds his self-respect. It breeds dislike for the teacher and dislike for the school. It works by outward pressure and does not touch the secret springs of the child's conduct, and for this reason does not cultivate in children the habit of self-control.

This is not saying that children should never be reproved before their mates. It is, however, unquestionably true that the teacher who has regard for the self-respect of the child and so far as possible refrains from wounding it, the teacher who allies herself with the child's better nature and by quiet suggestions touches the hidden springs of action, is the one who wins the respect and love of pupils, makes school days a joy to her pupils and to herself, and the sooner develops in her room the spirit of trustworthiness and self-regulation.—

Wisconsin Journal of Education.

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# Plain Talks On Perspective

THEODORE C. HAILES, DRAWING MASTER, ALBANY, N. Y., PUBLIC SCHOOLS

#### Number V

N<sup>O</sup> amount of good coloring or shading will compensate for a bad drawing, so of course, the most important thing to look out for in a picture is the drawing. And the most important element in a drawing is the perspective.

One of the best methods of studying the perspective of common objects is to first study the solid type forms. When you can draw the types successfully, you will have little trouble with ordinary modifications. The solid type forms are sphere, cube, cylinder, prism, plinth, pyramid and cone. Get a set of wooden models. Study them. Talk about them. Make them of paper, clay or wax. Get familiar with them, so that you know them when you see them under any and every condition. Find objects that look like them. These we call modifications. After a while you will see types in objects and objects in types. When you look at a square prism, for instance, you will see such things as tables, chairs, boxes, baskets, chests, trunks, towers, houses, etc., etc. On the other hand, you will see plinths in books, cones in cups, cylinders in jars, etc., etc.

All the above is easy enough and helps a great deal, but you must draw, draw, draw pictures of the type forms. Bye and bye, you will be able to represent the types fairly well, but you must not always represent

them in one position. Draw them standing, lying and tipped over. Draw them in front of you, to your right, to your left and turned. Draw them above the eye level as well as on and below the eye. Draw them with ends and faces toward you and draw them when they are turned away. Why, with a single model you can make a hundred studies. Don't draw until you are tired out or until your interest is completely exhausted. Stop when you feel as if you would like to continue.

Do all your work freehand with a soft pencil. Look mainly for form and proportion rather than line. Then after you can represent the type form, add the lines which will make them represent familiar objects. Below, I have given you a few examples. From the single representation of a square prism in one position, upright, below the eye and to the left, you see you have the foundation of a chair in several positions. If you can draw the prism in any position, you can draw the picture of a chair in three or four times the number of positions. Try it.

Draw the straight line models first; then their modifications. Never mind the shading or color. Get the lines right first. I will tell you later what to do about the shading.

# The Saucy Spring Snowflake

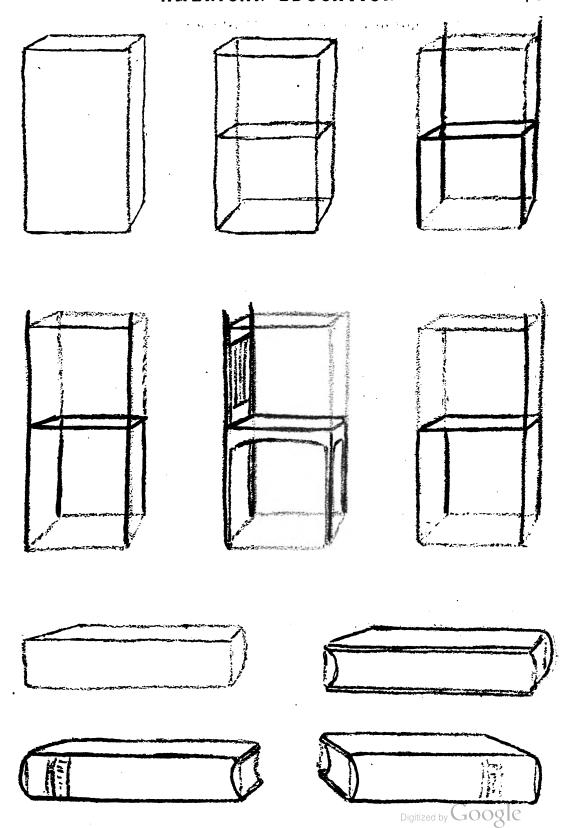
BY BLANCHE ELIZABETH WADE

Little yellow daffodil getting out of bed; Down comes a snowflake, and hits her on the head.

Busy, fluffy sparrow builds a warm nest for his mate; Along comes naughty snowflake, and so he has to wait.

From the ground, the snow-drop lifts her head to see; Down falls the snowflake, "I'm a snow-drop, too," says he

Pretty robin readbreast singing on a tree; He swallows up the snowflake, then very hoarse is he!



# Outlines of English Masterpieces

#### The Idylls of the King

ELMER JAMES BAILEY, ITHACA, N. Y.

#### GARETH AND LYNETTE

I. Gareth at home. I. At the stream. (1) The falling pine, and Gareth's comment (1-17). (2) Gareth's ambition and boyish trial (18-32)2. Gareth and Bellicent. (1) Mother and boy (33-40).
(2) The story of the eagle's egg (41-70).
(3) Bellicent's dissuasion: her loneliness, fears, and request (71-97).
(4) The story of the king's son (98-118).
(5) Bellicent's dissuasion: the question of the king's high (718-726). the king's birth (118-136). (6) The proof of filial obedience (137-168). II. Gareth at Camelot. 1. The approach to the city. (1) Its fairy apearance (184-208).
 (2) The carven gateway (209-232). (3) The seer. a, His riddling description of the building of the city (233-274).

b. His reply to Gareth's anger (274-294). 2. The first day in the city.
(1) Camelot and its people (294-309).
(2) The judgment hall. a. The King and his daughter (310-325).
b. The King's decisions.
(a) The field taken by violence (326-341). (b) The son killed by his uncle (341-375). (c) The King desirous of honor (376-427). (d) The request of Gareth (428-443). (3) The quarrel of Kay and Lancelot (443-467). Gareth's kitchen-vassalage.
 His lot with his companions and master (468-480). (2) His pleasures. a. Story-telling (481-497).b. Sports and jousts (498-514). (3) His release from his vow.
a. The repentant queen (516-520). b. The joyful son (521-531). 4. Gareth and the King. (1) The boy's desires (532-565).
(2) The King's injunction to Lancelot (565-572). 5. Gareth's first quest. (1) Lynette's story.

a. The peril of Lyonors (573-608).

b. The foul evil knights (609-629). c. The demanded champion (605, 608, 629). (2) The granted boon.

a. Gareth's request (630-640). b. Lynette's anger (641-649).

(2) The disdain of Lynette (719-734).

III. Gareth's adventures.
i. The struggle with the Seneschal.
(1) The wrath of Sir Kay (686-718).

6. Gareth's departure from Camelot (650-685).

(3) The overthrow of Sir Kay (735-741).
2. The struggle with the robbers.
(1) Reviler and reviled (742-772).
(2) The contest in the wood (773-807). (3) The gratitude of the Baron. a. Lynette's scorn (807-846).
b. The Baron and Gareth (847-865).
3. The Struggle with the Knight of the Morning Star. Reviler and reviled (866-882).
 The conflict at the first bridge. a. The pavilion of the enemy (883-891). b. Lynette's announcement of her champion (892-900). c. The arming of the enemy (901-916). d. The overthrow of the enemy.

(a) Scorn and reply (917-927).

(b) The struggle (927-948).

(c) The yielding (949-965).

4. The struggle with the Knight of the Noon- (1) Reviler and reviled (965-998).
 (2) The conflict at the second bridge. a. The enemy (999-1006). b. Lynette's announcement of her champion (1007-1011). c. The overthrow of the enemy (1012-1026). 5. The struggle with the Knight of the Evening Star. Reviler and reviled (1027-1059).
 The conflict at the third bridge. a. The enemy (1060-1069). b. Lynette's announcement of her champion (1070-1082). c. The arming of the enemy (1082-1090).
d. The overthrow of the enemy (1091-1127) 6. The struggle with Sir Lancelot.
(1) The reconciled Lynette. a. Her apology (1127-1141) a. Her apology (1127-1141)
b. Gareth's boast (1142-1154).
c. The offered refreshment (1154-1162).
(2) The valley on the hillside (1163-1180).
(3) The overthrow of Gareth.
a. The mistaken Lancelot (1180-1189).
b. Gareth's fall (1190-1214). (4) The petulant maiden (1215-1225). (5) The rest after battle. a. Lancelot's praise of Gareth (1225b. The cave (1243-1265). c. The arming of Gareth (1266-1280). 7. The struggle with the Knight of Death.
(1) The maiden and her champions. a. The fearful Lynette (1280-1294). b. The enemy's reputation (1295-1312). c. Lancelot's advice (1312-1322).
(2) The conflict at Castle Perilous.

IV. The release of Lady Lyonors (1386,1394). Digitized by GOOS

a. The challenge (1323-1350).
b. The overthrow of the enemy (1351-

1370)

c. The child (1371-1385).

# The School City

FRANK PARSONS

THE writer was present a few weeks ago when the first school city was organized in Boston by Wilson L. Gill, the inventor and founder of the system. There were 700 pupils, all girls, of the grammar grades. They were delighted with the plan, voted unanimously and enthusiastically to adopt the Golden Rule as the fundamental law of their school city, supplemented it with various provisions against disorder, destruction or injury of property, profanity, rudeness, unkindness, etc., and showed remarkable discretion in the election of their officers.

The mayor was a bright-faced girl of twelve and a half years. When asked, shortly after the election, what it meant to her to be mayor of Hancock School, she said: "It means to see that every girl is orderly, clean and good. It means that they must have good conduct. They must be clean and neat in their dress and habits. They must keep the schoolrooms and the schoolyard neat. And they must be kind to everybody."

"That is a great task. Aren't you afraid of it?"

The answer was prompt and clear: "No, for I think they are all good citizens."

Mary Finn, the judge, said: "I shall warn citizens who don't behave, and if that does no good I shall punish them. They must behave."

The whole discipline of the school is put into the hands of the pupils. The teachers give instruction and advice when it is needed, and the ultimate responsibility and authority are always with them. But the students make laws, and really govern

themselves, although there is an authority above them, just as a grown-up city governs itself, although the Legislature may at any time revoke its charter.

In fact, there is more real self-government in these school cities than in most of our larger cities. For there is no apathy in the school city, no stay-at-home voter nopolitical machine or boss.

There is no graft in the school city, no boodle in the council, no "understanding" between the police and wrongdoers. The ten-year-old judge and the twelve-year-old mayor are absolutely incorruptible. Habits of good citizenship are formed while the mind is plastic, open to the full force of considerations of right and justice and free from commercial motives and other influences that in later life so often interfere with the duties of citizenship. The love of liberty is strengthened and ennobled by recognition of the rights of others and the necessity of mutual limitations for the public good. Respect for law and authority is developed. The sense of justice is strengthened and the judicial attitude of mind is cultivated.

The results have been excellent in every way. Both conduct and scholarship are greatly improved. Disobedience is pulled up by the roots. Public sentiment ranges itself on the side of law when the public makes the law. A breach of order is no longer regarded as a defiance of an alien government, but as an injury and an insult to the community. Even the most disorderly schools have been reduced to good conduct by the institution of the school city.—January Century.

Blessed is he who has found his work; let him ask no other blessedness.—Thomas Caryle.

# Map Drawing in United States History

#### Seventh Grade

EDGAR LOCKHART, SHERWOOD, TEXAS

Upon the teacher's skill in the correlation of subjects depends, to a great extent, the pupils' interest in their studies. Shall history lessons be a pleasure or a burden to the school boys and girls? Most certainly a pleasure. If the pupils be given work adapted to them, and for doing which they can see a reason. To most boys and girls map drawing is a pleasure, and this is one of the reasons why it is profitable to correlate geography with the history topics.

My methods of conducting this work are illustrated in the following paragraphs:

#### I. The Discoveries

Take for example a class in the seventh grade who have been well taught in elementary history and geography in the sixth grade. To teach the geography of the discoveries have them each draw a skeleton map of Europe and Asia, and write on it the title, "The Known World in 1492." To secure uniformity, the teacher should draw the map upon the blackboard and have the students copy theirs from it. Now have them locate Genoa, then read about Columbus and add to the map a sketch of Spain and Portugal. Keep this map and add to it the lands discovered by Columbus in the new world.

This work may be continued through the study of all the most important explorers and discoveries. At the end of a month or six weeks' study have the old maps, which should now be much worn and finger marked, copied, and give new title, "The Known World in 1607."

## 2. Settlement and Colonization

At the beginning of the study of the era of settlement and colonization I draw an outline map of North America, and as each colony is studied it is filled in on the map, with the location, date, and name of each

settlement made in it. In a few days we have a map of the original thirteen colonies.

#### 3. Wars

Before studying any war which results in a change of territory, I encourage the pupils to draw maps of the opposing nations, and when the results of the war are learned, I have them revise these maps to fit the new situation. This brings the territorial changes plainly before the minds of the pupils.

I use maps only at intervals, realizing that most things, when repeated too often, become insipid. It will be found that very little extra time is required for such supplementary work as I have described, and that most pupils will take a deep interest in it.—Texas: School Journal.

#### Color Science

CHILDREN under seven years of age almost invariably prefer yellow to all other colors, it is said.

Colors passing through a prism can be made to produce sounds. Green and red lights produce the loudest noises and blue and yellow the faintest.

It is said that dew will not form on some colors. While a yellow board will be covered with dew, a red or black one beside it will be perfectly dry.

Careful experimenting has shown that through a certain depth of water, where only 50 per cent. of the red rays passed through, there were 60 per cent. of orange; yellow, 80; green, 90; indigo, 95.

A writer in Science says that in ordinary cases of partial color blindness the color sensations that remain are blue and yellow, not blue and red, or blue and green, as is generally assumed and stated in text books.

#### Best to Be Found

#### Be Gone!

#### FANNIE HERRON WINGATE

Old Winter, so long as a monarch you've ruled us, Throw down now your scepter, and peaceably go!

No more boisterous antics or rude winds alarm us, For Spring, gentle Spring, will be with us we know.

Your soft, snowy mantle wrap closely around you, For you, there is danger and death in delay; Coquet not with April, her glances will melt you; If you would depart like a king, haste away!

—The Pilgrim.

In one of our exchanges we find "Ode to the Birch." We could name many men, still living, who owed much to the birch.—

Western Schoolteacher.

EARLY impressions on the intellect of the child are not valued as they should be. The character is formed and built up constantly by mental impressions made from without. We see this every day. The child of uncultured parents and low surroundings grows up uncouth and imperfect. The child's playmates, the books it reads or studies—all affect its character and life.—Progressive Teacher.

READING is the largest and most important topic in the school curriculum. Many methods are used in teaching it, and the progressive teacher should know them all. Each teacher of course must have a method of his own, but there is none which cannot be used incidentally. Every one of the old methods has one or more suggestions.—Stanley Hall.

PROFESSOR WILLIAM JAMES, of Harvard, is well known as good in repartee as in a lecture.

Not long ago a sophomore thought he was extremely wise and expressed some atheistical views before Professor James.

"Ah," said the professor, "You are a freethinker, I perceive. You believe in nothing."

"I only believe what I can understand," the sophomore replied.

"It comes to the same thing, I suppose," said Professor James.

Suppose every high school teacher of English should take his Monday morning class period to hear brief oral reports from pupils on some book or portion thereof which has been read since the preceding class period. Let there be no advanced lesson assigned for Monday on that subject. Let there be, however, the understanding that the pupil shall spend the time he would have taken to prepare a lesson in reading some one of a list of books previously given out; books that may be found in the school or public library. The pupils will thus be introduced to good books and a reading habit formed. The drill in English is by no means of little consequence.— Moderator-Topics.

MISS H. ANTOINETTE LATHROP, primary teacher, of Grand Rapids, Michigan, names these as the 10 best books for primary pupils—

The Brownie's Quest, Clara J. Denton; Children of the Arctic, Mrs. Josephine Peary; Little Folk of '76, Maud Humphrey; Stories of Mother Goose Village, Bigham; In Mythland, vols. I and II, M. Helen Beckwith; Little Mitchell, M. W. Morley; The Story of Puff, Livingston; Legends of Red Children, Pratt; The Magic Forest, Stewart Edward White; Norse Stories, Mabie.

Prof. Laird, of Ypsilanti Normal College, says: "I believe in manual training because of changes in conditions. A few years ago a man to be educated must have had Latin and Greek, but now he follows up one thing and becomes its master.

"The old education was quantitative; the new is qualitative. A man who is edu-

cated to-day must be a master of the English tongue. He must be able to think carefully, candidly and well, and know the conditions of to-day. The educated man has the power of growth. If we put our books on the shelf and leave them there we are not educated."

A BASE-BOARD: Mrs. Dobbs waited until dinner was over, says the New York *Press*, before she handed Mr. Dobbs the note Willie had brought from his teacher.

"My boy," said Dobbs, when he had read it, "I understand from this that you are excused from school until the board of education has an opportunity to consider your case?"

"Yes, sir," answered Willie, who had begun to whimper.

"Do you know what the board of education is, my son?"

"No, sir."

Mr. Dobbs went into the shed and selected a thin, flexible strip of board. Then he summoned his son, and for several minutes he was busy with Willie.

"That, my son," he said as he finished, "is the board of education that was of use to me when I was a boy."

We have a stupid way of trying to Americanize the emigrants, the school test of life will not apply in a democratic country, we must make the test broader. Any educational system to be successful among the foreign-speaking people of America must bring out the relation of the past with the humdrum of to-day.

It makes my blood boil to see the great chasm widening between the foreign-born children and their parents. The trouble lies with the American people themselves, who refuse to recognize the culture and breadth of view which many foreigners bring to this country with them.

When the little Chicago Italian goes to school on Garibaldi's birthday and is anxious to tell about the great statesman whom his parents reverence, the teacher is just as likely to tell him that Garibaldi was not an American, and instead of letting the boy tell his story he is told of George Washington, and that the boy is an American now.

What the teacher needs is a historic background, a more cosmopolitan culture; she must meet the children on a common ground. While teaching him English she is perhaps cutting from under his feet his most precious heritage, the love of his parents for the great men and traditions of their country.—Jane Addams.

ILLUSTRATE YOUR BOOKS. You are all aware that there are coming from the presses all the time excellent pictures relating to everything under the sun, and especially to the scenes and characters of well-known books. The suggestion we would make is that you preserve such of these as may come in your way, and then use them to illustrate your own books. It will be easy, for instance, to secure portraits of the authors in whom you delight, and it often is not at all hard to find pictures of noted places referred to in the text of the book. Do not be in too great a hurry about pasting in what you find. It is wiser to keep an envelope—large enough to hold the pictures without bending them-and collect whatever comes rightfully to hand and is thought fit for the purpose. After you have a fair amount of material, you can sort out the best and prepare it for the book. Some grown-up people who give a great deal of time, thought. and money to this "extra-illustrating," as it is called, are very finical about the work. and have the pictures so prepared as to seem made for the volume: but this would not be worth your trouble. It is to be hoped that you all have something better worth your time and effort. It will be best for you to mount your pictures on thin paper cut to the size of the book, and then fix these in their places with just a touch of paste.—St. Nicholas.

# **Editorials**

Some of the members of the board of education of Greater New York think that the teachers of that city are too independent and that they have too high a regard for their profession. This outburst of sentiment was occasioned by a protest from the principals of the public schools against the deduction of one-half pay from all teachers for absence on account of illness. As these deductions go into the pension fund it occurs to us that the teachers have small reason for complaint. Yet we supposed that the board of education had more sense than to administer such an unjust rebuke.

THE New York State Department of Education is contemplating a change in its method of preparing and supervising the question papers submitted for academic examinations. At a recent conference of college and university presidents and representatives with Commissioner Draper, all favored a proposed plan of the department for a State board consisting of representative college, high school and elementary school men, who shall have charge of the work. For a number of years much dissatisfaction has been expressed concerning the Regents' system of examinations and some cities have discarded them as a basis for promotions. The present system is considered too arbitrary, and not a genuine test of a pupil's knowledge of a subject. It is the purpose of the plan suggested at the conference, to remedy these defects.

MINNESOTA teachers favor a sliding scale of salaries for teachers, depending on length of service and special merit.

A committee has been appointed by the State Teachers' Association to make an investigation upon the status of teachers' salaries and living expenses to show that while the cost of living and teachers' re quirements have increased, there has been no corresponding increase in salaries. The salary of the average teacher is not enough to give her the privileges to which a teacher is entitled. She must be well dressed in the schoolroom and elsewhere if she is to be a model for her pupils. To keep her mind fresh and to use her influence in the most helpful way in the community, she must read and study. If she would remain young and light-hearted she must have some pleasures. All these things require money, and any board of education is remiss in its duty and blind to the public welfare if it does not properly care for the personal well-being of its teachers.

EVERY teacher should take account of the moral and ethical side of child na-Failure to meet the demand for moral and ethical training must result in the decay of moral ideals. In the light of recent events education for character should not be neglected if the stability of American institutions is to be maintained. So much exposure of corruption and the carelessness with which the term "graft" is used in ordinary conversation must make strong impressions on the child mind, and it rests with both the home and the school to counteract these influences with simple out vivid ethical lessons. In this number of AMERICAN EDUCATION Dr. Pollock begins a series of articles on "Education for Character," which will contain many helpful suggestions. The article by Dr. Elias G. Brown

also deals with this this subject from another point of view, while the papers of Miss Caroline Cooper and Prof. William B. Curtis show how much ethical instruction may be given in the regular work of the schoolroom.

#### MORE CIVIL GOVERNMENT

THE agitation of questions of good government in the magazines and daily press has given rise to a public demand for more and better teaching of civil government in the schools. In New York State the demand has materialized into a legislative bill which, were it to become a law, would require a definite amount of time to be devoted to this subject in the public schools. The bill is evidently modeled after the present statute requiring instruction to be given in physiology and hygiene, with special reference to the effects of stimulants and narcotics.

That the citizen in a republic should know something about the government of which he is a part is self-evident. That the average citizen will not of himself learn much about the government likewise needs no demonstration. It follows that civil government must be regularly taught if knowledge of the subject is to become general. "But." says one. "the subject is now taught in our high schools; is that not enough?" might be sufficient if it were taught to all the pupils of the high schools and if all children attended on such instruction. As a matter of fact, only a small portion of the children ever reach the high school and of these very few receive instruction in civil government. The others are left to pick up their knowledge of our system of government from the shreds of misinformation found in the partisan press. The essential facts pertaining to government must be taught in the higher grades

of the common school if our people are to know the meaning of citizenship.

Whether this end can best be brought about by the enactment of statutes is another question. We doubt the advisability of invoking the aid of the Legislature in matters of this kind, the success of which depends almost entirely on public opinion. Let people become aroused in regard to their needs and no statutes will be necessary for their relief.

\* \* \*

Altoona, Pa., had planned to spend \$25,000 or more for a new high school for commercial, scientific and industrial education, but through the efforts of Supt. H. J. Wightman and the local railroad officials, the Pennsylvania Railroad has offered to furnish and install the equipment. This will mean a first-class trade school for that enterprising city, and the employment of the graduates in the railroad shops which are located there. Good work, Brother Wightman.

\* \* \*

PROBABLY no educator in the United States is becoming more widely known than John Kennedy, superintendent of schools at Batavia, N. Y., who is developing the individual instruction idea. Hardly a day passes that his schools are not visited by prominent school officials who are anxious to study the method at first hand. To paraphrase a bit it now seems that all roads educational lead to Batavia. Long live John Kennedy.

It is announced that William H. Maxwell, Superintendent of Schools of New York City, will be the guest of honor at the next semi-annual banquet of the Hudson River School Masters' Club to be held at The Ten Eyck, Albany, N. Y., April 20.

## The Educational Field

Cincinnati adopts free text-books for all schools of the city.

The public school teachers of Massachusetts receive in salaries 72 per cent of all moneys raised for maintaining schools.

Supt. O. J. Kern of Winnebago Co., Ill., sends us his county School Annual for 1905. It is a veritable edition de luxe. Nearly every page has a beautiful picture of some charming country scenery. Mr. K. thoroughly believes in the country schools, and is supported admirably by his board of supervisors. His "Annual" is the handsomest school report published in America by either city or county.

A third of the counties of Iowa are to adopt text-books next summer. It is said that the chairman of one board of supervisors is so afraid of graft in the superintendent's office that he has employed an obscure country teacher to select and pass upon a list of books for that county, and will try to get the list adopted. If the naughty book-men could find that country teacher they would make him feel loftier than a back-country politician on election day.

M. Leo Claretie of Paris has worked out a new plan for making the study of history attractive. He takes a number of dolls and dresses them in the style of the period to be studied. In an exhibition of his method, Professor Claretie represented the leading figures of almost every age in the history of France, such as Gaul, pre-Roman, Roman, Frankish, the Crusades, English wars, middle ages, the early modern period and the third republic.

William E. Griffis says in the Critic that the Japanese imperial university had its beginning in an office opened by the government in 1828 for the examination of "barbarian books." To-day it has 17 colleges, 37,000 students and 10,000 alumni. The imperial library is on the charming grounds of the old temple of Confucius; it is built in modern style, fireproof, well ventilated, and lighted by electricity.

The Portland, Oregon, school board is still considering the merits of the merit system; meanwhile the teachers are getting along on inadequate salaries while the money provided for a substantial increase is hoarded in the vaults of the county treasury. It would have been thousands of dollars in the pockets of the teachers of Portland if that city had had a board of education that could reach a conclusion on a question within six or seven months. It has now been almost a year since the board was authorized by the taxpayers to increase the pay of teachers. Such delay and postponement might be all right in Russia or Spain, but it is rather hard for Americans to get used to such procedure.

Despite the predictions of the pessimists, the new system of writing introduced into the Minneapolis public schools at the beginning of the present school year is proving a great success. The new system is known as Spenser's practical writing, which carries with it a moderate slant. It supercedes the Barnes vertical method. The change in the systems of writing came as a reac-

tion due to the pressure of business men, who demanded a less cumbersome mode of penmanship than was manifest in the vertical system. The new system provides many exercises and drills for developing the fore-arm movement, thought necessary for a free, easy, graceful penmanship.

The Sue Bennett Memorial School is the property of the Woman's Board of Home Missions, M. E. Church, South. It is denominational, but unsectarian. It is located in London, Ky., on the Knoxville branch of the L. & N. railroad, 157 miles from Louisville. It has a beautiful site, within the corporate limits, 1,400 feet above sea level, on a campus of twenty-three acres. The buildings consist of a main school building, a girls' hall, a boys' hall, seven students' cottages and a principal's residence. The school building can accommodate 400 students, and the dormitories and cottages furnish boarding facilities for 150. The value of the plant is about \$45,000.00.

By the will of Andrew J. Dotger, of South Orange, N. J., the Tuskegee Normal and Industrial Institute will eventually receive a bequest that promises to be the largest in its history. At the death of the testator's wife, Clara L. Dotger, the entire residuary estate, said to be worth about \$500,000, will go to the endowment fund of Booker T. Washington's negro school. The present endowment is a little over \$1,000,000. The will containing the bequest has just been filed for probate in Newark, N. J. Mr. Dotger was formerly a member of the New York Stock Exchange.

State Superintendent Schaeffer of Pennsylvania says that under the free text-book law the school books do not cost the people more than half what they did before.

After weeks of popular agitation and discussion, the resolution adopted by the board of education of East Orange, N. J., to separate the pupils of the schools into white and negro classes—a Northern "Jim Crow" affair—was rescinded February 15, and it was decided to organize special classes to enable the colored pupils to recover ground lost while they were excluded from the classes with which they were excluded East Orange is a wealthy and aristocratic community whose men are largely engaged in business in New York, but prefer a suburban residence. It is not at all improbable that the sentiment which was at the bottom of this attempt to exclude negro pupils from the regular schools would, if it dared, draw the lines closer and attempt the separation of the children of luxurious homes from those who are less favored with wealth and social advantages.

Dr. G. N. Brinck, deputy superintendent general of education of the Philippines, says that the islands have 860 American teachers, 5,000 native teachers, and more than 500,000 native pupils, like Japanese in intellectual readiness and keenness.

The fourth annual meeting of the Association of History Teachers of the Middle States and

Maryland will be held in Trenton, N. J., March 9-10, 1906. The topics for discussion include:

The Problem of Correlating the Work in History in the Elementary School, High School and College, Mr. David Saville Muzzey, Director of the Department of History, Ethical Culture School, New York City; Differentiation in Treatment of the American Revolution in Elementary School, High School and College, Mr. Almeron W. Smith, Principal of Public School 32, Brooklyn; and The training of Teachers for the Teaching of History.

Following a successful agitation for the removal of a portrait of King William of Orange from the public school in Bryn Mawr, a body of leading citizens of that community now is working for the removal of a portrait of President Roosevelt, on the ground that the picture of no living man should be displayed in a public school. The wrangle over the pictures has bred much public discord. The trouble was started by the Bryn Mawr Loyal Orange Lodge presenting a painting of King William to the school. Imme-diately after the portrait had been hung there was a storm of protests. It was held that there were enough famous Americans to receive the honor given to King William, and that the picture must come down without delay.

Supt. E. G. Cooley, of Chicago, is said to be working for the elimination of married women as teachers in the public schools of that city. Other prominent educators in Chicago came to the support of the superintendent in saying that married teachers must go. Few are willing to say just how they should be forced to go and what a practical remedy for the trouble would be, but all agreed that the condition must end.

According to Mr. Cooley married teachers are inferior to the unmarried because:

Their work in the school is secondary to their work a home

Their thoughts are on servants and their own children, not their pupils.

They seek the making of salaries, not students.

They lose all enthusiasm for their work. They are often absent from school, forcing the employment of a substitute and demoralizing discipline.

Ambitious and capable substitute teachers are kept back from enlistment in the regular teach-

ing force, which they deserve.

To the members of the Eastern Art Teachers' Association and the Eastern Manual Training Association: By vote of the two executive committees and of the two special committees appointed last year at Trenton and Newark, there will be a combined meeting of the two associations in New York City, on the afternoon and evening of May 31st, the morning and evening of June 1st, and the morning of June 2d. These meetings will be held at Teachers' College and at Pratt Institute, during the time of the annual exhibitions of their various departments, the afternoon of June 1st and 2d being left free for the study of the exhibits. The special committees appointed last year will make a report at this meeting of a plan for the amalgamation of the two associations. It is appointed that the control of the two associations are the second of the two associations. the two associations. It is expected that this meeting will be one of unusual interest. Please note the dates and make arrangements now to attend.

A change in the general engineering course of Union college, Schenectady, N. Y., will soon take place. The change will be to allow students in this course, in their junior and senior years, to substitute for some of the more technical engineering subjects, studies along such lines as so-ciology, history, elementary law, economics and finance. The object of this change is to give students the opportunity of preparing themselves for administrative positions, where knowledge of these subjects is needed. The course in modern language has also been revised throughout and considerably broadened; several new elective courses have been introduced and two courses in scientific German have been added to the regular required work in the engineering division in place of the literary lines heretofore pursued. For engineering students admitted on Latin and for students in all courses entering under conditions in modern languages special courses have been provided so that the work in this subject can be made up in course without increase of hours and without the need in any case of beginning two foreign languages at the same time.

President James of the University of Illinois has announced the establishment at Urbana of a new school of railway engineering and administra-tion. It will be opened for work next Septem-ber. The school will establish departments, intended to cover the entire range of railway work. This is said to be the first distinct and adequate recognition by any great engineering college of the unique place occupied by the railways in the modern system of industry. Aside from the faculty in the various departments, prominent railway officials will give special courses to emphasize the value and the practical features of the curriculum.

#### NEW YORK STATE DEPARTMENT OF RDU-CATION

Department Bulletin No. 3, issued in January, contains the proceedings of the 43rd University Convocation, held at Albany, June 28-30, 1905.

According to Commissioner Draper's second annual report transmitted to the State legislature, January 22, 1906, there were 1,797,238 pupils between the ages of five and eighteen years registered in the schools of the State last year. Of this number 1,224,680 were registered in the public elementary schools; 172,518 in the Roman Catholic elementary schools, and 27,828 in all other parish and parochial schools—a total of 1,425,026. The average daily attendance in the pubilc elementary schools was 933,675. This is 76.4%, a higher average per cent even than last year, the average of which was higher than for any previous year. In addition to the day schools there were enrolled in the evening ele-mentary schools of six cities 15,381 pupils be-tween the age of fourteen and sixteen years. This enrolment was under the compulsory education law, in connection with the administration of which it is to be noted that the number of parents or guardians arrested for violation of the law was 1,419 as compared with 1,225 for 1904

and the number of truant children arrested was 170,521 a decrease of 81,500 from 1904, while the number of children committed to truant homes was 1,337, an increase of 57 over the previous year.

Commissioner Draper recently announced that three summer institutes will be held this summer under the direction of the State Education Department as heretofore, at Chautauqua, Thousand Island Park and Cliff Haven. Tuition at these institutes will be free to students of the State and to those from other States who intend to teach in this State during the school year of 1006-7.

The Emperor of Japan has conferred upon Dr. Howard J. Rogers of the State Education Department the decoration of the Imperial Order of the Sun, in recognition of his services rendered to the cause of education at the St. Louis Exposition of 1904. Of the many orders which may be bestowed by the Japanese government, this is the most valuable, and gives to its holder special privileges at the court and in the Empire of Japan.

Former Superintendent of Schools Willets of Troy, has filed with the State Department of Education two appeals. Mr. Willets was removed from the position of superintendent of schools and made a grammar school principal, and then during last fall he was removed from the latter position by the school board. In the first of the appeals which he takes to Dr. Draper, Mr. Willets seeks to overturn the action of the board in removing him from his position as principal, and in the other he petitions for the removal of the school board on the ground that its action in removing him was a wilful violation of law. He asserts that no cause existed for his removal, that no charges were filed against him, and he was not cited to appear or given any hearing.

Principal Martin H. Walrath, of Troy, who was removed from his position as head of the high school, has appealed to Commissioner Draper for a review of his case.

The re-election of St. Clair McKelway as a member of the State Board of Regents has given general satisfaction. He has always been a leading spirit in educational matters, his influence being exercised in behalf of policies and measures which have made for the highest good of the State. Mr. McKelway was chosen for a new term of eleven years. He is now vice-chancellor and, in the absence from the country of Chancellor Whitelaw Reid, acting chancellor of the board.

As the accomplished editor of the Brooklyn Eagle, Mr. McKelway has a reputation for brilliant editorial disscusion of public affairs not surpassed by that of any other American journalist. He is also for special occasions an able speaker, and is sure of an appreciative hearing or reading, whether he writes or speaks.

#### LITERARY NOTES

L. H. Bailey, the well-known writer on Nature Study, has a new book on "Beginnings in Agriculture," designed for teachers who desire a simple text for guidance in teaching nature studies that have a bearing on agriculture. The book is published by the Macmillan Company. Other educational texts now being produced by the Macmillans are a "Grammar School History of the United States," by Henry W. Elson; "Course of Study in the Eight Grades," (2 vols.), by Charles A. McMurry; "Methods in Elementary School Studies," by Bernard Cronson; "The Modern English Course," by Henry P. Emerson and Ida C. Bender, and "Grading of Schools," by William J. Shearer.

Let the ten minute a day period given to nature be ever a period of recreation from solid work. Read "Roosevelt the Naturalist" in the March issue of the Young Idea. After a long period of solid work, to read of the wonders in plant life, the birds, the bees and the insects, and the strange things in Nature, must be a relief. We send the March, April, May and June issues of the Young Idea for 10 cents. In clubs of 20 or more we send without cost, Reid's Bird Guide, free—a 50-cent book which describes all the birds east of the Rocky Mountains. With a club of ten, add 25 cents for the Guide. Send to the Allen Company, Melrose Highlands, Mass.

The educational number of For California, which is just from the press, is a credit to The California Promotion Committee, which has placed before the people in this number of its monthly a concise statement of the educational situation in that State, through the energies of a number of experts who have contributed articles on the various phases of the educational systems of the State. Of special interest just at present, owing to the fact that the National Educational Association will hold its convention in San Francisco in July, is the article by Nathan C. Schaeffer, president of the Association, which tells of the organization and its work. President David Starr Jordan, of the Leland Stanford Junior University, tells of the intellectual growth of the State, while other writers of equal importance discuss different systems and conditions.

The annual report of Miss Estelle Reel, superintendent of Indian Schools, contains much material of interest. There are brief descriptions of the schools and an excellent account of how the Indian is taught the principles of agriculture and gardening, native industries, and the English language. The appendix has extracts from papers and addresses presented by well-known educators at many of the educational conventions during the past year. Copies may be had by writing to the Commissioner of Indian Affairs Washington, D. C.

# ARTICLES IN CURRENT MAGAZINES OF INTEREST TO TEACHERS

Chautauquan.—A Reading Journey in China, Classic Myths in Modern Art. (January and February).

Four-Track News.—The Knitting of the Manhattan Stocking, Across the Andes, Where it

Ended (a graphic sketch of Yorktown), The Visigoth in New York, Honeymoon Land (Switzerland), The Upper Hudson Valley. (February.)

Woman's Home Companion.—"Why Do We Read?" by Jerome K. Jerome; The Business Mayor of Bayonne, N. J. (January). Good Tidings of Women, Suggestions for a College Boy's Room, Dog Heroes of St. Bernard (February) ruary).

Delineator.—The Education of the Child, Fairy Tales (January). In Cairo with a Camera, Gradual Fairy Tales, Exercise and Physical Culture

(February):

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American Education, Albany, N. Y. American Journal of Education, Milwaukee. American Primary Teacher, Boston, Mass. American School Board Journal, Milwaukee. Canadian Teacher, Toronto. Canada, Colorado School Journal, Denver, Col. Educator-Journal, Indianapolis, Ind. Flordia School Exponent, Jacksonville. Journal of Education, Boston, Mass. Louisiana School Review, Lafayette, La. Midland Schools, Des Moines, Iowa. Moderator-Topics, Lansing, Mich. Minnesota School Journal, Minneapolis. Missouri School Journal, Jefferson City. Mississippi School Journal, Jackson, Miss. Nebraska Teacher, Lincoln, Neb. Ohio Educational Monthly, Columbus, O. Pennsylvania School Journal, Lancaster. Popular Educator, Boston, Mass. Primary Education, Boston, Mass. School & Home Education, Bloomington, Ill. School Bulletin, Syracuse, N. Y. School Education, Minneapolis, Minn. School Journal, New York, N. Y. School News, Taylorville, Ill.
Southern School Journal, Lexington, Ky.
Teachers' Magazine, New York, N. Y.
Texas School Journal, Dallas, Tex. Western School Journal, Topeka, Kan. Western Teacher, Milwaukee, Wis. Wisconsin Journal of Education, Madison.

#### KELLOGG PUBLICATIONS SOLD

A publishing announcement of unusual interest and importance is the purchase by Messrs. A. S. Barnes & Co. of the four periodicals of The United Educational Company, formerly E. L. Kellogg & Co. and E. O. Vaile. The periodicals include the Teachers' Magazine, The School Journal, Our Times and Educational Foundations. The acquisition includes also the pedagogical books and teachers' helps published formerly by the Kelloggs. Prospects were not as rosy as the United Educational Company predicted, and those teachers who grabbed at the concern's pretty investment bouquet have no doubt awaked to the fact that they were handed out only a bunch of thistles. Verily experience is a great teacher. However, we trust that A. S. Barnes & Co. will make good the loss.

#### SPECIAL N. E. A. TRAIN

A Pullman vestibuled special train, including sleepers, dining car, observation car and baggage car, has been arranged by the New York Central lines for the accommodation of New Yorken who wish to attend the N. E. A. meeting at San Francisco next July. The train will be in charge of Mr. A. S. Downing, of the State Department of Education, who will be assisted by competent passenger agents.

#### NEW YORK AND MEMPHIS LIMITED

Leave New York daily via P. R. R. & Southern Ry., 3.25 p. m.; arrive Memphis second morning 6.10 a.m. Pullman Drawing-Room, Sleeping Cars, New York to Memphis; Dining-Car Service New York Offices 271 and 1185 Broadway. Alex. S. Thweatt, Eastern Passenger Agent.

#### \$50.00 TO CALIFORNIA

New York to California \$50. Tourist Cars, Washington to San Francisco; Mondays, Wednesdays and Fridays. Berth-rate \$8.50. Route nesdays and Fridays. Berth-rate \$8.50. Route via Southern Railway, A. & W. P., W. of Ala, L. & N., and Southern Pacific R. R. New York Offices 271 and 1185 Broadway. Alex. S. Thweatt, Eastern Passenger Agent.

#### THE FISK TEACHERS' AGENCY

The statistics of the Fisk Teachers' Agency of New York City for 1905 show that it has had a year of unusual success. This well-known and reliable agency has filled some of the best educational positions in the country. It has placed a large number of teachers in private schools and high schools, as well as in the grades, at good salaries. Its business is invariably characterized by courtesy and fair dealing. With its large opportunities for personal recommendation of teachers and its able and experienced management, it justly deserves the success that it has achieved.

#### **BOOK NOTICES**

#### New York Education Co., Albany, N. Y.

FINEGAN'S REVISED NEW YORK SCHOOL LAW. By Thomas E. Finegan. Price \$1.00.

We take pleasure in announcing that Thomas E. Finegan, Chief of the Law Division of the State Education Department, has revised his text-book on New York school law. Nearly one-half of this book has been entirely rewritten so as to bring it right up to date. Legislation during the past four years on educational questions and on matters affecting school administration has been so great that this revision of the book has been necessary. This legislation has affected the following subjects, which are treated fully in the revised work:

1. The election of a Commissioner of Education in place of a State Superintendent of Public Instruction. His powers, duties, etc.

The creation of the Education Department from the two old departments. A complete description of the operations of the new Department, the classification of its work, the various divisions and their functions, etc., are given.

2. The re-organization of the Board of Regents.

The scope of their work, duties, etc.
3. The changes made by the laws of 1905 relative to the appointment of school moneys to high schools, academies, libraries, etc.
4. The changes in regents' credentials caused

by the adoption of the new syllabus.

5. Changes in the apportionment to libraries

and in approving library books.

6. The present regulations governing the issu-

ance of teachers' certificates.

7. The changes caused by the adoption of new normal school regulations.

8. The changes in recent tax laws as they

affect school districts.

9. The amendments to the compulsory education law and recent rulings in relation thereto. 10. The new requirements relative to lighting, heating and ventilating school buildings.

11 The recent decisions of the Court of Appeals of this state and of the United States on the vac-

cination law.

12. The law relating to the contract system and the recent decisions of the Commissioner of

Education on such law.

The revised book is now out, and treats clearly, concisely, but completely, all these new laws, regulations and court decisions. No matter is carried in an appendix, but every new provision of the law is given in its appropriate place in the book.

This revision has been made with a special view to meeting the needs of school officers, training classes and normal schools. Every trustee and every teacher in the state should possess a copy of this book. A copy should be on file in every school building.

#### D. C. Heath & Co., Boston

FREYTAG'S SOLL UND HABEN. Abridged and edited with introduction and notes by Professor G. T. Files, of Bowdoin College. Cloth, 261 pages. Introduction price, 65 cents.

The masterpiece in fiction of one of the most distinguished German writers. The method followed retains, in continuous narrative, the incidents connected with the life of the hero and those most intimately associated with him. brief summary of these events is given in the notes, when needed, otherwise they have been carefully avoided. "Soll und Haben" will interest, because it tells of German everyday life and is in every sense a novel of distinctly human interest.

A GERMAN DRILL BOOK. By Francis K. Ball, Ph. D., Phillips Academy, Exeter, N. H. Cloth. 224 pages. Introduction price, 80 cents.

This book furnishes in convenient form for review and drill work: all inflections, with many useful tables and generalizations to aid the memory; classified word-lists; uses of the various parts of speech; lists of idioms; also material for sight translation, both English and German, poems for memorizing, and selections in scientific German.

Scheffel's Ekkehard. Edited by the late Professor Wenckebach, of Wellesley. 241 pages, illustrated. 70 cents.

The greatest work in German historical fiction has generally been sacrificed in the courses of colleges and schools, because of its length. Pro-fessor Wenckebach's abridged edition puts a piece of the best German literature in available

WEBSTER'S BUNKER HILL ORATION and WASH-INGTON'S FAREWELL ADDRESS. Edited by A. L. George, Newton, Mass. Price, 25 cents.

A very convenient and well edited text, fully meeting the college entrance requirements.

HE BELLES-LETTRES SERIES. The Alchemist and Eastward Hoe, edited by Felix E. Schelling; The White Devil and The Duchess of Malfy, edited by Martin W. Sampson; Goldsmith's Good-Natured Man and Sha Stanton THE BELLES-LETTRES SERIES. Good-Natured Man and She Stoops to Conquer, edited by Austin Dobson; Browning's A Blot on the 'Scutcheon, Colombe's Birthday, A Soul's Tragedy and In a Balcony, edited by Arlo Bates; Select Poems of Coloridge, edited by Andrew J. George. Gilt embossed covers. Illustrated Price 60 cents not Illustrated. Price, 60 cents net.

The Belles-Lettres Series aims to present the most significant works in English literature from its beginnings to the present. The volumes are edited primarily as literature, and for students and lovers of literature. The editors of the separate volumes are among the foremost scholars in this country and Europe. The texts are, as far as possible, the latest edition known to have come under the eye of the author, or when that is not known, the first edition. They are unexpurgated, and will be at once recognized as standard. The series will comprise more than 200 volumes.

#### The Macmillan Co., New York

Examples in Algebra. By Charles M. Clay. head master of Roxbury high school, Boston, Mass. Price, 90 cents.

This is one of the most useful books that has come to our notice. It contains eight thousand exercises and problems carefully graded from the easiest to the most difficult. The book supplies a need long felt by teachers who desire to give their classes more examples than are found in any one textbook, and have little time for dic-tating or copying the lessons on the blackboard.

GRAMMAR SCHOOL HISTORY OF THE UNITED STATES. By Henry W. Elson, author of "A History of the United States of America," "Side-Lights on American History," etc. Illustrated with a large number of carefully selected pictures and many maps. Cloth, go cents.

Mr. Elson's superb "History of the United States" has enjoyed a very wide popularity, and has been described by the best critics everywhere as the fullest and best and most readable onevolume history of our country that has ever been written. The present work, which extends to about four hundred pages, gives all the im-portant facts in American history down to the present year. Is it written in a natural, easy and attractive style.

#### Ginn & Company, Boston

Specimen Letters. Edited by Albert S. Cook, professor of the English language and literature in Yale University, and Allen R. Benham, Fellow in English, of Yale University. Cloth, 12mo., 156 pages. List price, 60 cents; mailing price, 65 cents.

The present book is a selection of familiar and entertaining letters by a number of writers and in a variety of styles. Here the novice can see how even trivial matters are invested with grace and charm, and perhaps learn to imitate the care and naturalness of the masters of epistolary style.

IN THE REIGN OF COYOTE; FOLK LORE FROM THE PACIFIC. By Katharine Chandler, author of "The Habits of California Plants." Cloth, 16mo., 161 pages, illustrated. List price, 40 cents; mailing price, 45 cents.

In addition to their ethnic and historical value, these tales of animal life are full of intrinsic interest for the youthful reader. The book is intended for supplementary work in reading and in history in the fourth and fifth grades of the grammar school.

Butterflies and Bees. By Margaret W. Morley. Cloth, 12 mo., 267 pages, illustrated. List price, 60 cents; mailing price, 70 cents.

Here is a book that tells the young people what butterflies, bees, and other insects do and how they do it. The book is addressed to children of eight to eleven years of age. Its chief object is to awaken in the young mind a sense of the wonderful unity of all forms of life.

#### Silver, Burdett & Co., New York

Songs of Mother and Child. Collected and arranged by Lida B. McMurry and Agnes Cook Gale. 204 pages.

Seldom, if ever, have been gathered together into one attractive volume so many charming poems of child-life and mother-love. The collection shows a rare sympathy and genuine appreciation to which every mother and every lover of children will instinctively respond.

The arrangement of the poems into groups is particularly happy, the title of each group giving the keynote of the poems that follow. The groups are named as follows: "The Mother's Heart;" "Evening Songs;" "The Father's Love; "The Child-World;" "Child Pictures;" "Ministry;" "The Empty Nest;" "Ideals;" "The Long Ago."

THE BASIS OF PRACTICAL TEACHING. By Elmer Burritt Bryan, President of Franklin College. Cloth, 190 pages.

Eminently practical, wholly untechnical and thoroughly convincing, "The Basis of Practical Teaching" selects from the conglomerate mass of pedagogic material the fundamental truths buried therein and presents them in popular form.

The author takes a human view-point and, realizing that psychologic and pedagogic facts are most needed by those who have least access to them, interprets the technical language of scholars and specialists and puts their facts into readable English. Thus the book claims at once the interest of parents, teachers, educators and all classes of persons whose work brings them into close contact with children.

#### REGENTS EXAMINATIONS

# For Teachers' Elementary and Academic [Certificates

SEPTEMBER 25–29, 1905 (Continued from the February number.)

## ADVANCED ENGLISH

Questions

r Select from the following quotation the subordinate clauses, and give the classification (subdivision if adverbial) and the syntax of each clause selected:

As I looked around upon the old volumes in their moldering covers, thus ranged on the shelves, and apparantly never disturbed in their repose, I could not but consider the library a kind of literary catacomb, where authors, like mummies, are piously entombed, and left to blacken and molder in dusty oblivion. How much, thought I, has each of these volumes, now thrust aside with such indifference, cost some aching head!

2 Parse, from the quotation in question 1, ranged, consider, kind, mummies, head.

3 Write a letter applying for a position in some office or with some business firm. Give all necessary details.

4 Write original sentences containing three of the following: a) why introducing a noun clause, b) an adjective clause modifying the object of a sentence, c) a noun clause used as the object of an infinitive, d) an adverbial clause of concession, e) an adverbial clause of degree.

5 Write the following sentences in correct form and give the reason for each correction: a) It had once been his good fortune to have saved the life of Scotland's king, b) When the pond is frozen over, all of we boys and girls go skating, c) He asked a friend whom he thought could speak eloquently, d) The oranges were the best that I have ever ate, e) I regret very much that I will not be able to visit you in Florida this winter.

6 In the following sentences change the subordinate clauses to phrases and give the
syntax of each phrase formed: a) Books
were written that they might give pleasure
b) I determined that I would not give up
my point, c, d) He is particularly full of
care and business during this season, because he has so many commissions that he
must execute, e) He wears about his neck
a huge roll of colored handkerchief which
is knowingly knotted and tucked in at the
bosom.

7 In the following quotation parse rather, obsolete, what, barbarous; give the syntax of the phrase in the present day:

Its language, to be sure, was rather quaint and obselete, and its pronunciation, what, in the present day, would be deemed barbarous; but I shall endeavor, as far as I am able, to render it in modern parlance.

8 Give the part of speech and the syntax of each of the italicised words in the following: His waistcoat is commonly of some bright color, striped, and his small clothes extend far below the knees, to meet a pair of jockey boots which reach about half way

up his legs.

9 Give the classification (subdivision if adverbial) and the syntax of each of the subordinate clauses in the following: a) Perhaps it might be owing to the pleasing serenity that reigned in my own mind, that I fancied I saw cheerfulness in every countenance throughout the journey, b) I was reminded of those days when I had known neither care nor sorrow, c) The country maid leaves half her market, and must be sent again, if she forgets a pack of cards on Christmas eve.

10 Describe the rustic bower that served as a retreat for Ellen and Douglas on Ellen's

11-12 Write an essay of at least 150 words on one of the following topics, paying special attention to spelling, punctuation, grammatic construction and proper use of words; also some attention to introduction, proper grouping of ideas into paragraphs and pleasant transition between sentences [Essays on subjects other than those assigned will not be accepted]:

a) A Game of Ball [Write a conversation be-

tween two boys about a game of ball], b) The Benefits of Commerce, c) A Day Spent

at a Farmhouse.

#### Answers

I looked, adverbial clause of time, modifies could consider; authors are entombed and left, adjective clause, modifies catacomb; each has cost, noun

clause, object of thought.

2 Ranged is a past participle from the regular transitive verb range, passive voice, used as an adjective modifier of volumes; consider is a verb, regular, transitive, active, present infinitive, used as principal term after preposition but; beind is a common noun, third, singular, objective case, objective complement after consider; mummies is a common noun, third, plural, objective case governed by the adjective like; head is a noun, common, third, singular, objective case, indirect or dative object of the verb cost.

3 Answers will vary.

4 a) I do not know why he went. b) Did you see the man that left the message? c) He came to say that he could not go. d) Though he slay me yet I shall do this. c) The higher we

climb, the colder it becomes.

5 a) Substitute to save for to have saved. The time of the infinitive to save is relatively present to that of the principal verb. b) Substitute us for we. The objective case should be used after the preposition of. c) Substitute who for whom. The subject of a finite verb should be put in nominative case. d) Substitute eaten for ate. Do not use the past tense for the past participle.
c) Substitute shall for will. Use shall instead of will, in the first person, to simply express futurity.

6 a) Books were written to give pleasure. Adverbial, expresses purpose, modifies were written. b) I determined not to give up my point, object of determined. c, d) Having so many commissions to execute, he is particularly full of care and business during this season. Having commissions, modifies he; to execute,

modifies commissions. 6) He wears about his neck a huge roll of colored handkerchief, knowingly knotted and tucked in at the bosom, modifies handkerchief.

7 Rather is an adverb of degree, not compared, modifies the adjective quaint. Obselete is an adjective, used as an attribute complement (predi-

cate adjective) with was, not compared.

What is a compound relative pronoun equiva-lent to that which. That is third person, singular, neuter, agreeing with its antecedent pronounciation, nominative case, predicate nominative after was understood. Which is third, singular, neuter, nominative case, subject of would be deemed.

Barbarous is a descriptive adjective, positive degree. Compared: barbarous, more barbarous, most barbarous. It is used as an attribute complement (predicate adjective) with would be deemed. In the present day, adverbial phrase denoting time, modifies would be deemed.

8 Striped is a descriptive adjective, modifies waistcoat; far is an adverb; compared, far, farther, farthest; modifies the phrase below the knees; about is an adverb of degree, modifies halfway; halfway is an adverb of degree, modifies the phrase up his legs; up is a preposition; it shows the relation between its object legs and reach.

9 That reigned, adjective, modifies serenity; I fancied, noun clause, apposition with it; I saw, noun clause, object of fancied; I had known, adjective, modifies time; she forgets, adverbial, conditional, modifies leaves and must be sent.

to The place was a wild dell upon the mountain crest and in it had fallen many a rock hurled by earthquake shock. These rocks, piled in random ruin, formed the rugged grotto. The oak and birch by their dense shadows made a twilight there even at noonday. There was no sound save the tinkling of a fountain or the roar of the waves dashing on the shore of the lake. Above the cavern cliffs were suspended threateningly. It was a fitting den for wild beasts.

11-12 Answers will vary.

#### ENGLISH COMPOSITION Questions

I Write a paragraph of at least 75 words on one of the following topics: a) The Character of King John, b) A Tried and Trusted Friend.

2 A business man to whom you have applied for a position has written asking for particulars about your past life. Write a letter giving full and accurate details as to your educational advantages and your ex-periences that specially fit you for the

position.

3 Correct the following: a) Sincerity is surely more preferable than deceit, b) "Alas," said the King, "take me from hence," c) I do not doubt but what he was brave, d) He is nothing like so persevering as you are, e) He seldom or ever was late to class, f) He ended up with a flourish, g) I was pleased with his careful observance of nature, h) Franklin's discovery of the lightning rod led to wonderful results, i) He learned us the value of courtesy, j) He rode equally as well as his brother.

Combine the following into a) a loose

sentence, b) a periodic sentence:

Rebecca made her way through the attendants to the palfrey of the Saxon lady. She knelt down. After the Oriental fashion in addressing superiors, she kissed the hem of Rowena's garment. She implored Rowena that she would suffer the poor old man and the wounded knight to go for-

ward under Cedric's safeguard.

5 Rewrite each of the following sentences so that the italicised words will have an emphatic position and give reasons for the changes made: a) It is courage that wins, b) The plans of the ruler were vast, c) We accord the highest measure of our esteem and trust to a friend like this, d) He has but to command and as a consequence we will obey his word, e) Cowardice is the only fitting name that we can give to such conduct.

6 Mention two important events that happened at each of the following places: Coningsburgh, Templestowe, Sherwood for-

est, Torquilstone, Rotherwood.

7 Give the conversation that occurred between Rowena and Rebecca at the conclusion of the story of *Ivanhoe*. [Be careful of punctuation and paragraphing in the

dialogue.]

8 Prepare an outline for the essay called for in questions 9-12, paying particular attention to division into introduction, body and conclusion and making subdivisions enough to show what you intend to include in the essay. Make the number of main headings correspond to the number of

paragraphs in the essay. 9-12 Write an essay of at least 250 words on one of the following topics, paying particular attention to introduction and conclusion, sequence of thought, paragraph structure and sentence transition [Essays on subjects other than those assigned will not be-

accepted]:

a) Wireless Telegraphy, b) Good Manners should be Cultivated, c) "All Aboard," d) Locksley's victory at Ashby [Give an account of the contest in archery described in Ivanhoe].

#### Answers.

r Prince John was using every means to prolong the captivity in Germany of his brother Richard to whom he was indebted for many favors, since by this means he hoped to gain the royal power. Being profligate and perfidious, he attached to his person and faction men of similar qualities. He possessed a dissolute audacity, mingled with extreme haughtiness and indifference to the feelings of others and it was his misfortune that his levity and petulence were continually breaking out and undoing all that had been gained by his previous dissimulation.

2 Answers will vary.
3 a) Sincerity is preferable to deceit. b)
"Alas," said the King, "take me hence." c) I do not doubt that he was brave. d) He is not so persevering as you are. e) He seldom if ever was late to class. f) He ended with a flourish. g) I was pleased with his careful observation of nature. h) Franklin's invention of the lightning rod led to wonderful results. i) He taught us the value of courtesy. j) He rode as well as his brother.

4 a) Rebecca made her way through the attendants to the palfry of the Saxon lady, knelt down and, after the Oriental fashion in addressing superiors, kissed the hem of Rowena's garment, imploring her that she would suffer the poor old man and the wounded knight to go forward under Cedric's safeguard. b) Making her way through the attendants to the palfry of the Saxon lady, kneeling down and, after the Oriental fashion in addressing superiors, kissing the hem of Rowena's garment, Rebecca implored her that she would suffer the poor old man and the wounded knight to go forward under Cedric's safeguard.

5 a) Courage is what wins. Courage is made emphatic by placing it at the beginning of the sentence. b) Vast were the plans of the ruler. A predicate is made emphatic by inversion and by transposition to the beginning of the sentence. c) To a friend like this we accord the highest measure of our esteem and trust. Phrases are made emphatic by transposition to the beginning of a sentence. d) He has but to command and we will obey. e) The only fitting name that we can give to such conduct is cowardics. Cowardice is made emphatic by placing it out of its

usual position.

6 a) The funeral banquet on the occasion of the supposed death of Athelstane; reconciliation

of Cedric and Ivanhoe. b) Trial of Rebecca and her rescue; death of Bois-Guilbert. c) The Black Knight's (Richard's) visit to the clerk of Copmanhurst; meeting of Locksley and Richard. d) Death of Front-de-Boeuf; interview of Rebecca and Bois-Guilbert. e) Meeting of the Palmer (Ivanhoe). Bois-Guilbert and others; last meeting of Rebecca with Rowena.

7 Being admitted Rebecca kneeled and kissed e hem of Rowena's tunic. "What means this the hem of Rowena's tunic. "What means this deference so unusual?" said Rowena. "Because to you, Lady of Ivanhoe," said Rebecca, "I may lawfully and without rebuke pay the debt of gratitude that I owe to Wilfred of Ivanhoe." "Damsel," said Rowena, "Wilfred of Ivanhoe on that day rendered back but in slight measure your charity towards him in his wounds and misfortunes." "Is there aught that we can do for you?" "Nothing," said Rebecca, "unless to transmit to him my grateful farewell."

Rebecca stated further that she and her father

intended leave England for Grenada. She gave Rowena a casket of jewels and bade her farewell.

8-12 Answers will vary.

#### **ELEMENTARY ENGLISH**

#### Questions

I Analyze by diagram or otherwise the following sentence:

As the rain came down in a flood, the little fellow was hopelessly a prisoner, and stood with sullen aspect at a window

2 Parse, from the quotation in question 1, came, down, little, prisoner.

3 Write a letter to a firm, ordering two standard magazines. Give all necessary details.

4 Write original sentences containing a) a present passive infinite, b) a present progressive infinitive, c) a perfect infinitive, d) a perfect passive participle, e) a defective verb.

5 Give the part of speech and the syntax of each italicised word in the following:

They would teach him something about the history and the distinguished people of his country which he has never read in any

of his schoolbooks.

6 Correct the following sentences and give the reason for each correction: a) Come up and I will learn you to skate, b) I am anxious to see my cousin who I have never met, c) He should have went himself with the message, d) You have never seen nothing like our climate, e) In the winter we have sleigh rides which adds to our pleasures.

7 Give the classification and the syntax of each subordinate clause in the following sentences: a, b) When he was fairly clear of the mountain he began that sweeping spiral movement in which he climbs the sky, c) It is not probable that a bee ever gets lost by wandering into strange and

unknown parts.

8 Parse the italicised words in the following:

Little Alice was already asleep; so grandfather, being much pleased with such an attentive audience, began to talk about matters that happened long ago.

o Write original sentences illustrating the following: a) a complex sentence containing a compound subordinate clause, b) a compound sentence with one complex member, c) a simple sentence with a compound subject and a compound predicate.

10 Explain the meaning of the following quota-

tion from Evangeline, paying special at-tention to the italicized words:

Shielding the house from storms, on the north, were the barns and the farmyard; There stood the broad-wheeled wains and the antique ploughs and the harrows;

There were the folds for the sheep; and there, in his feathered seraglio,

Strutted the lordly turkey, and crowed the cock, with the selfsame Voice that in ages of old had startled the

penitent Peter.

Bursting with hay were the barns, them-selves a village. In each one

Far o'er the gable projected a roof of thatch; and a staircase,

·Under the sheltering eaves, led up to the *odorous* co<del>r</del>nloft.

11-12 Write an essay of at least 100 words on one of the following topics, paying special attention to spelling, capitalization, punctuation, grammatic construction, proper use of words and sentence structure [Essays on subjects other than those assigned will not be accepted]:

a) Calling a Boy in the Morning, b) An Excursion to the Woods, c) A Popular

Hero.

#### Answers

I It is a complex declarative sentence. cipal clause is fellow was prisoner and stood. Subject of principal clause is fellow; predicate, was prisoner and stood. Fellow is modified by adjectives the and little. Was is modified by adverb hopelessly. Prisoner which is a predicate noun is modified by adjective a. Stood is modified by the adverbial phrase with sullen aspect,

consisting of the preposition with with its object Aspect is modified by the adjective Stood is also modified by the adverbial sullen. phrase at the window, consisting of the preposition at with its object window. Window is modified by the adjective the. The compound predicates was prisoner and stood are modified by the adverbial clause of time rain came. The subject of the adverbial clause is rain, predicate came. Rain is modified by the adjective the; came is modified by the adverb down and by the adverbial phrase in a flood, consisting of the preposi-tion in with its object flood. Flood is modified by the adjective a. The principal and the adverbial clause are connected by the conjunctive adverb as.

2 Came is an irregular, intransitive verb. Principal parts: present, come; past, came; present part, coming; past part, come. It is in the indicative mode, active voice, past tense, and agrees with its subject rain in the third person, singular number. Down is an adverb of direction, not compared, modifies the verb came. Little is a descriptive adjective, positive degree. Compared: positive, little; comparative, less; superlative, least. It modifies the noun fellow. Prisoner is a noun, common, masculine, third, singular, nominative case. used as a predicate nominative with was.

Oswego, N. Y., Sept. 27, 1905.

HARPER & BROTHER, Franklin Square, New York,

Gentlemen: I inclose money order of five dollars for which send the following to my ad-

Harper's Magazine for one year, \$4 Harper's Bazaar for one year, \$1. Very truly yours,

JAMES SMITH.

4 a) He does not wish to be seen. b) He expects to be traveling in Europe next year. c) This seems to have given him pleasure. d) The letter having been written, I hastened to mail it. e) You must go.

5 Him is a personal pronoun, used as indirect object (dative objective) after the verb teach. Something is a noun, objective case, direct object of teach. People is a noun, objective case, object to the preposition about. Which is a relative pronoun referring to something as its antecedent, objective case object of has read. Any is an adjective pronoun, objective case, object of the preposition in.

6 a) Substitute teach for learn. To teach means to give instruction, to learn means to receive instruction. b) Substitute whom for who. The direct object of a verb should be in the objective case. c) He himself should have gone with the message. Do not use the past tense for the past participle.

d) Substitute anything for nothing. Two negatives make an affirmative. e) Substitute add for adds. A verb should agree with its subject in

number. 7 a) He was clear, adverbial clause of time, modifies began; b) he climbs, adjective clause, modifies movement; c) bee gets lost, noun clause, opposition with it.

8 Asleep is a descriptive adjective, not compared, attributive modifier of Alice. Much is an adverb of degree, positive degree, modifies pleased; began is an irregular transitive verb.

Principal parts: present, begin; past, began; present part, beginning; past part., begun. It agrees with its subject grandfather in the third singular; long is an adverb of degree. Compared: long, longer, longest. It modifies the adverb ago.

9 a) After the storm ceased and the wind fell the water of the lake became quiet. b) Fill your heart with goodness and you will find that the world is full of good. c) John and James

study and recite grammar.

10 The following is a description of Evangeline's home: The barns and farmyard were situated to the north of the house and thus served to protect it from storms. There they kept the farm wagons and old-fashioned plows. There also were the sheep-pens. There the proud turkey strutted and the cock crowed just as the cock crowed that startled Peter in days of old. The barns were so full of hay that they seemed ready to break open. In each one far over the peak projected a roof of straw and a staircase under the protecting edge of the roof led up to the sweet smelling corn loft.

11-12 Answers will vary.

#### ENGLISH, FIRST YEAR

#### Questions

select from the following quotation a) one adjective clause, b) two adverbial clauses; give the syntax of each clause selected and the subdivision of each adverbial clause:

And here perhaps, it may not be unacceptable to my untraveled readers, to have a sketch that may serve as a general representation of this very numerous and important class of functionaries, who have a dress, a manner, a language, an air, peculiar to themselves, and prevalent throughout the fraternity; so that, wherever an English stage coachman may be seen, he can not be mistaken for one of any other craft or mystery.

2 Parse, from the quotation in question 1, unacceptable, to have, may serve representation,

one.

3 Mention in detail the essentials of a business letter and state why each is important.

4 Change the following sentence to the passive form in two ways; give the syntax of the words coachman, housemaid and billet-doux in each of the two sentences formed: coachman hands some half-blushing, halflaughing housemaid an odd-shaped billetdoux.

5 Write the following sentences in correct form: a) This story is just as well written and more interesting than that one, b) In consideration of, and in accordance with your present desire, I submit this report, c) The day being pleasant when my uncle arrived we went to the country, d) She placed a shield before her and stood in front of the window and reported the result of the battle to Ivanhoe, e) Hearing the ladies coming down the stairs, the carriage was driven to the door.

6 Write original sentences containing phrases denoting three of the following: a) time, b) accompaniment, c) instrument or means,

d) limit of motion, e) agency.

7 Give, from the "Voyage," an account of the ship's arrival in Engliand.
8 Give, from "Christmas Eve," a description

of the old family mansion and its grounds.

9 Write a paragraph of at least 75 words on the following topic from Ivanhoe: Cedric's
Triumph at Prince John's Banquet.

10 Give in detail Ulrica's connection with the fall

of Torquilstone.

 Describe the wedding day and the wedding of John Alden and Priscilla.
 Mention, from Snow-bound, the members of the group about the hearth on the night of the snowstorm, and describe one of them.

#### Answers

1 a) That may serve, adjective, modifies sketch; who have, adjective, modifies junctionaries; b) coachman may be seen, adverbial clause of place, modifies can be mistaken; he can be mistaken, adverbial clause of result, modifies pcculiar and prevalent.

2 Unacceptable is an adjective, not compared, used as attribute complement (predicate adjective) with may be; to have is an infinitive phrase used as a substantive in apposition with it; may serve is a regular verb. Principal parts: serve, served, serving, served. Transitive, active voice, potential, present. It is in the third, singular to agree with its subject that. Representation is a noun, common, neuter, third person, singular number, nominative case, attribute complement after may serve; one is an adjective pronoun, third, singular, masculine. It is in the objective case, object of the preposition for.

3 a) The heading. This gives the address of writer and date. The recipient is enabled to direct his reply and the date fixes the time of the transaction. b) The address clearly defines the person addressed. c) The salutation is a term of courtesy and politeness. d) The body of the letter should clearly and concisely state the business transaction. Clearness is necessary that there may be no mistake in the transaction and conciseness is required for business men have no time for considering irrelevant matter. e)
The conclusion consists of the complementary
close and the signature. The signature is necessary in order to identify the writer with whom the business is transacted.

4 a) An odd-shaped billet-doux is handed by the coachman to some half-blushing, half-

laughing housemaid.

Coachman is in the objective case, object of the preposition by. Housemaid is in the objective case, object of the preposition to. Billetdoux is in the nominative case, subject of is handed. b) Some half-blushing, half-laughing housemaid is handed by the coachman an oddshaped billet-doux.

Coachman is in the objective case, object of the preposition by. Housemaid is nominative case, subject of is handed. Billet-doux is in the objective case, retained object after a passive

5 a) This story is as well written as that and is more interesting. b) In consideration of your present desire and in accordance with it, I submit this report. c) The day being pleasant we went to the country when my uncle arrived. d) Placing a shield before her and standing in front of the window, she reported the result of the battle to Ivanhoe. e) I heard the ladies coming down the stairs as the carriage was driven to the door.

- 6 a) He came in the morning. b) He went to Europe with his brother. c) The man was stabbed with a dagger. d) When do you go to New York? e) He was assisted by his friend.
- 7 One fine morning land was sighted from the masthead and from that time until the moment of arrival it was all feverish excitement. The ships of war, the headlands of Ireland and the mountainous Welsh coast were objects of interest. With favoring tides we entered the Mersey and soon came to the pier which was thronged with people, some idle lookers-on, others expectants of friends or relatives. Cheers and salutations were exchanged between the shore and the ship as friends recognized each other. All was now hurry and bustle. The meetings of acquaintances, the greetings of friends, the consultations of men of business.
- 8 The old family mansion was of irregular shape and seemed to combine the architecture of different periods. One wing which was evidently very ancient had heavy stone-shafted bow windows with diamond shaped panes of glass. The rest of the house was of the French style of the time of Charles II.

The grounds were laid out in the old formal manner of artificial flower beds, clipped shrubberies and raised terraces. There were also urns, a leaden statue or two and a jet of water.

o Cedric and Athelstane were guests at Prince John's banquet held at the close of the tournament. The two Saxons were made the butt of the jests of the Normans present. Cedric bore their insults in silence, until it came his turn to name one to whose health they should drink. Then he arose and, filling the cup to the brim, said, "I am required by your highness to name a Norman deserving to be remembered at our banquet. It is a hard task to sing the praises of the conqueror, yet I will name a Norman—the first in arms and in peace—the best and noblest of his race—I quaff this goblet to the health of Richard the Lion-hearted.

The embarrassment of Prince John and his courtiers may be imagined, yet no man ventured directly to gainsay a pledge to the health of the reigning sovereign.

- 10 Ulrica, owing to personal wrongs was full of hatred towards Front-de-Boeuf and the Normans; hence, she determined to aid in the capture of the castle by those assaulting it. She recognized Cedric, who was attempting to escape from the castle in the dress of a priest, and told him to lead the force without to the attack when he should see a red flag wave from the turret on the eastern angle. Cedric escaped from the castle and told this to the Black Knight and Locksley. Ulrica proceeded to set fire to the castle, and in the midst of the resulting confusion she displayed the flag that summoned the besiegers to the assault. The castle was captured and as the flames spread rapidly throughout the castle Ulrica appeared on one of the turrets, chanting a war song.
- 11 The sun came forth from the purple and scarlet clouds, blessing the world with its bright-

ness. Beneath it were the sea and the bars of vapor gleaning like a gate of brass.

Friends were assembled and also the Elder and the Magistrate, representatives of the law and of the gospel.

The marriage ceremony was simple and brief. The youth and the maiden repeated the words of betrothal, taking each other for husband and wife in the Magistrate's presence after the Puritan way and the custom of Holland. Then the Elder of Plymouth prayed fervently and devoutly for the home that was that day founded in affection and implored divine benedictions.

12 Whittier, his father, mother, brother, two sisters, uncle, aunt; the district school master and Harriet Livermore.

The uncle was a simple, guileless, childlike man, who knew not the world beyond the parish bounds. He was unlearned in books but versed in nature and her teachings. He could foretell the weather and reveal the mysteries of woodcraft for to him nature was an open book.

#### GEOGRAPHY

#### Questions

- I Tell from what each of the following products is obtained: quinine, hemp, maple sugar, linen, turpentine. Describe the preparation of one of these products.
- 2 Name (a) three rivers that empty into the sea within the tropics, (b) two rivers that empty into the sea beyond the Arctic circle. Describe one river of each group.
- 3 Compare the western highlands of the United States with the eastern highlands.
- 4 Tell what bodies of water nearly surround
  (a) Italy, (b) Nova Scotia, (c) Africa.
- 5 What are the chief natural products of (a) the Canadian seacoast provinces, (b) the Hudson Bay country, (c) the Manitoba region?
- 6 Locate these places and write something interesting about each: St. Augustine, Venice, Potosi, Port Arthur, Johannesburg.
- 7 Give the location and the direction of (a) the Gulf Stream, (b) the Labrador Current. Show how each affects the neighboring continent.
- 8 Name an American city famous for (a) iron shipbuilding, (b) meat-packing, (c) cotton exports, (d) watch-making, (e) flour manufacture.
- 9 Name a county of this state noted for the production of (a) paper, (b) grapes, (c) hops, (d) tobacco, (e) cheese.
- 10 Compare Russia with Switzerland as to (a) size, (b) surface, (c) chief products, (d) population (e) form of government.
- II Name (a) three states that produce large numbers of sheep, (b) two states that excel in the manufacture of woolen products.

12 Name the country of South America that leads in the production of (a) coffee, (b) asphalt, (c) wheat, (d) nitrate, (e)rubber.

#### Answers

I (a) Peruvian bark, (b) American hemp from the hemp plant; sisal hemp from the plantain, (c) sap of the sugar maple, (a) fiber of flax, (e) an oleoresinous substance obtained from the pine. Maple sugar production: In the early spring as soon as the sap runs spiles are driven into the maple trees so as to convey the sap into buckets. The sap is collected and evaporated over the fire in kettles or large vacuum evaporating pans. The liquid becomes thicker as the evaporation proceeds and finally it becomes a sirup that soon granulates and changes to sugar.

2 (a) Amazon in South America, Congo in Africa and Cambodia in Indo-China. The Amazon rises in the Andes mountains in western part of South America and flows easterly into the Atlantic ocean. (b) Makenzie in Dominion of Canada, Lena in Siberia. The Makenzie rises in west central part of the Dominion of Canada and flows northwesterly into the Arctic ocean.

3 The western highlands are longer, higher

and broader.

4 (a) Adriatic sea, Gulf of Taranto, Mediterranean sea and Gulf of Genoa. (b) Gulf of St. Lawrence, Atlantic ocean and Bay of Fundy. (c) Red sea, Indian ocean, Mozambique chan-nel, Atlantic ocean, Gulf of Guinea and Mediterranean sea.

5 (a) Fish, coal, lumber, (b) furs, (c) wheat,

barley.
6 St. Augustine is in northeastern part of Florida. It is the oldest town in the United States. Venice is in northeastern part of Italy, at the head of the Adriatic sea. It is built on seventy small islands, between which are canals, used for streets. The people, usually, go on these canals in gondolas from one part of the city to another. Potosi is in the southwestern part of Bolivia. It is in the midst of silver mines. Port Arthur is in the southern part of Manchuria. It was captured by the Japanese in the recent Russo-Japanese war. Johannesburg is situated in the Transvaal, southeastern Africa. It is situated in the gold field of Witwatersrand.

7 (a) It is in the North Atlantic. It flows through the Florida strait and thence northeast erly through the Atlantic ocean to the north-western coast of Europe. It causes the British isles and Iceland to be much warmer than places in the same latitude in the interior of Europe. (b) It flows from the Arctic regions along the coast of Labrador and thence southerly along the coast. It causes the climate of Labrador and of the coast for a considerable distance south of Labrador to be much colder than it would be otherwise.

8 (a) Philadelphia, (b) Kansas City, (c) Galveston, (d) Waltham, (e) Minneapolis. (Other

answers may be given.)
9 (a) Warren, (b) Yates, (c) Otsego, (d) Onondaga, (e) Herkimer. (Other answers may be given.)

10 (a) Russia contains two million square

miles; Switzerland sixteen thousand square miles. (b) Russia is comparatively level, while Switzerland is very mountainous. (d) Russia has a population of more than one hundred six million; Switzerland has a population of little more than three million. (e) Russia is an absolute monarchy; Switzerland is a republic. (c) Chief products of Russia are wheat, flax, lumber, wool; chief products of Switzerland are lace, silk, watches, dairy products, etc.
11 (a) Ohio, Montana, Texas.
Hampshire, Massachusetts.

(b) New

12 (a) Brazil, (b) Venezuela, (c) Argentina, (d) Chile, (e) Brazil.

#### ADVANCED ARITHMETIC

#### Questions

I Prove that dividing a number by 25 will give the same result as multiplying it by 4 and moving the decimal point two places to the left.

2 Mention one advantage that is claimed for (a) the common system over the metric, (b) the metric system over the common. What is one serious obstacle in the way of changing from the common to the metric system?

3 Deduce a rule for reducing a pure circulating

decimal to a common fraction.

4 Find to the nearest inch, the size of the largest square stick of timber that can be cut from a circular log 2 feet in diameter. Find the number of board feet in the stick of timber if it is 12 feet long, no allowance being made for waste.

5 Assuming that a cubic foot of water weighs 62½ pounds, find the pressure on a square inch at the bottom of a tank 8 feet deep.

6 Find the sum of the infinite series 16, 8, 4 . etc.

7 Prove that the least common multiple of two numbers is equal to their product divided by their greatest common divisor.

8 In a town whose assessed valuation is \$2,365,750, a tax of \$17,460 is to be raised; how much will be the tax of a person assessed for \$25,350? [Use contracted division and multiplication and find the rate sufficiently accurate to give the final result correct to one cent.]

9 Find the radius of a sphere equal in volume to the sum of three spheres whose radii are respectively 9 inches, 12 inches and 15

inches.

10 On a certain day the mercury stood as follows: from 6 till 9 a. m. 76°; from 9 a. m. till 2 p. m. 80°; from 2 till 4 p. m. 78°; from 4 till 7 p. m. 77°; from 7 p. m. till 6 a. m. the next day 72°. Find the mean temperature of the day.

#### Answers

r 25= $\frac{1}{4}$ . Dividing by 25 is equivalent to multiplying by  $\frac{1}{16}$ , or  $\frac{1}{160}$ . Moving the decimal point two places to the left is equivalent to dividing by 100.

2 (a) The fact that the measures are easily subdivided, i. e., 12 in. = 1 ft.; then \,\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2},\frac{1}{2}, inches. (b) The uniform scale of 10. Obstacles to change are conservatism and the great ex-

pense attached.

3 If to any number we annex as many ciphers as there are places in the number, or more, and divide the result by as many 9's as the number of ciphers annexed, both the quotient and remainder will be the same as the given number. Since the repetend is always the same number repeated, it must be the result of dividing by 9 or a number of 9's. It is evident that all possible repetends can thus be derived from fractions whose numerators are the repeating figures, and whose denominators are as many 9's as there are repeating figures. Hence to reduce a pure circulating decimal to a common fraction: Omit the points and decimal sign, and write the figures of the repetend for the numerator of a common fraction, and as many 9's as there are places in the repetend for the denominator.

4 289 board feet.

7 Let a<sup>2</sup> b<sup>3</sup> c and a b<sup>2</sup> c d be the given numers. The L. C. M. of two numbers equals the bers. The L. C. M. of two numbers equals the G. C. D. multiplied by all the factors of the two numbers that are not common. Each of the given numbers equals the G. C. D. multiplied by the factors in that number that are not common to both numbers and the product of the two numbers contains the square of the G. C. D. multiplied by all the factors not common; hence if we divide this product by the G. C. D. we have as a quotient the G. C. D. multiplied by all the factors of the two numbers that are not common, or the L. C. M.

8 \$187.09. 9 18 in. 10 75弘°.

#### PSYCHOLOGY AND PRINCIPLES OF **EDUCATION**

#### Questions

I Describe the physical concomitants of (a)
anger, (b) joy.

2 Explain personal identity and show its extent and its limitations.

3 Define expectant attention and show its value in some branch of school work.

4 Show the difference between instincts and individual habits. Give two illustrations

5 By means of a chart or otherwise, show the relative importance of training the senses and training the judgment at the age of

(a) 6 years, (b) 12 years, (c) 18 years.
6 I learn of the illness of a friend and later go to see him; explain the mental operations that occur between the learning and the going.
7 Name and illustrate two different forms of

the law of association.

8 Name in order of development three general classes of emotions and give a characteristic of each class.

9 "In case of anger count 10 before you speak." Give the psychologic reasons for this injunction.

10 Show how the child's experience should influence the selection of supplemental reading. Give two specific illustrations to prove answer.

II "The age of six or seven is not too early for children to be thrown upon their own responsibility in minor matters."

Justify the above statement, explaining the purpose and the limitations of this

responsibility.
12 Compayré says, "We must guard against the dangers of an education which is too easy . and which excludes effort."

Show what these dangers are and how

they may be guarded against.

#### Answers

I (a) Tension of muscles; dilated nostrils; increased circulation; increased respiration; voice harsh; secretions lessened; heart pulsations may be decreased. (b) Increased circulation and heart pulsations; eyes bright; smiles; uncontrolled activity, i. e., one claps hands, etc.

2 Consciousness that I (ego) of today am the same as the ego of the past. Its extent is lim-

ited by memory.

3 Expectant attention increases and intensifies the idea of what is to occur. Its value in school work is that the pupil is led to see what he is

expected to see.

4 Instinct is the faculty of acting in certain ways so as to produce certain ends without foresight of ends and without previous education in their performance. Every instinctive act is per-formed with memory, and whenever the act is repeated it tends to form habit. Habit is the tendency of certain actions to repeat themselves. Illustrations: Vocalization is instinctive, speech is a habit. The desire to walk is instinctive, walking is the result of habit.

5 Draw a square and a diagonal from the upper right to the lower left corner. Divide the upper horizontal into three equal parts and drop verticals to the lower horizontal. Label the parallelograms from left to right 6, 12, 18, respectively. Let the upper triangle represent the senses and the lower the judgment. The diagram shows the relative activity and energy of the perceptive faculties and the judgment at the ages of 6, 12 and 18.

6 (a) Memory: He was pleased to see me (b) Imagination: He wishes to see me (c) Judgment: Under the circumstances it is my duty to go; on the other hand, I am not well. Will: I will go.

7 (a) Contiguity—When two things or ideas have been in consciousness together or in succession, the recurrence of one tends to revive or suggest the other. (b) Similarity—States of consciousness tend to revive their like among previously occurring states.

8 (a) Egotistic—It tends to self-preservation.

(b) Social—It tends to interest in others. (c) Abstract sentiments; as, love of truth, admiration

of the beautiful, reverence for duty.

9 Feeling subsides; intellect asserts itself and tends to reason.

10 Supplemental reading should be of such a nature as to come sufficiently into the child's experience to hold his interest. Illustrations: A boy who has read history or has seen soldiers marching will enjoy Grandmother's Story of Bunker Hill. A fourth-year class that has had oral lessons on climate will be interested in Shelley's Clouds.

11 (a) Purpose—To develop judgment and reason through the child's selfactivity. (b) Limitations—It is limited by the child's experience

and power.

12 They fail to increase the child's mental rength. This may be guarded against by makstrength. ing the child use his powers in proportion to his ability.

#### **PHYSICS**

#### Questions

I Mention and define five general properties of

2 Account for the elevation or depression of liquids in capillary tubes. Describe an ex-

periment to illustrate capillarity. 3 A ball rolling down an inclined plane attains at the end of three seconds a velocity of 40 feet a second; find the velocity attained and the entire space passed over by it at

the end of five seconds. 4 Name the three kinds of equilibrium. Compare the stability of equilibrium of a cube with that of a sphere of the same volume and material. Explain.

5 Explain one of the following: operation of hydraulic ram, cause of motion in a rotary

lawn sprinkler.

6 A body lighter than water weighs 33 grams in air; when it is immersed in water by aid of a sinker, the joint weight is 40 grams. The sinker alone weighs 70 grams in air and 56 grams in water. Find the specific gravity of the body.

7 A gas under a pressure of 720 millimeters measures 350 cubic centimeters; find its volume under a pressure of 800 millimeters.

8 Give in detail the process of graduating a mercurial thermometer according to the centigrade scale. Convert-10° C. into the corresponding reading F.

9 Define magnetic field, magnetic induction. Describe a laboratory experiment to illus-

trate magnetic induction.

10 Explain (a) how clouds become electrically charged, (b) the cause of lightning.

II Write the formula that expresses in accordance with Ohm's law the current strength of a battery whose cells are grouped in (a) parallel, (b) series, (c) combination of parallel and series.

12 Describe arc electric lighting, touching on (a) the mechanism of the lamp, (b) the transformation of electric energy into light, (c) the grouping of the lamps.

13 Explain how a flute is made to produce different notes by stopping and unstopping the

holes along its side.

14 Mention three conditions on which the inten-

sity (loudness) of sound depends. Explain in each case.

15 Describe the method of determining by a Bunsen photometer the intensity of a given light.

16 An arrow is perpendicular to the principal axis of a double convex lens and at a distance of twice the focal length; construct the image formed, showing the paths of the rays of light.

#### Answers

I Impenetrability is that property of matter by virtue of which space occupied by one portion of matter cannot at the same time be occupied by any other portion. Indestructibility is that property of matter by virtue of which it cannot be destroyed. Porosity is that property of matter by virtue of which its molecules are separated by spaces. Inertia is the tendency a body has to retain its condition of rest or motion. Extension is that property of matter by virtue of which it occupies space, or has volume.

2 It is explained by the action of cohesion as a force acting at insensible distances and producing a tension of the superficial film of the liquid. Experiment: Partly fill a clean beaker with water, and a similar beaker with clean mercury. Thrust one end of a piece of clean glass tubing below the surface of the water. The water will rise on the inside of the tube to a considerable height above the water in the beaker and the tube on removal will be found to be wet. Repeat the experiment with a tube of half the diameter, and the water will rise twice as high.

3 663/3 ft., 1663/3 ft. 4 Stable, unstable, neutral. The cube has greater stability, for the measure of the stability The cube has of a body is the work that must be done to overturn it. The only work necessary to overturn a sphere is to overcome the friction between it and the surface upon which it lies, since the center of gravity moves in a horizontal line. In a cube the center of gravity is raised a distance proportional to its size every time it is turned over, and the work done is equal to that done

in lifting the cube through this distance.
5 (a) It is an automatic pump for raising water. It is operated partly by the pressure of a column of water and partly the force acquired by intermittent motion of the column of water. (b) The motion is due to the unbalanced press-

ure of a column of water.

6 .673.

7 315 cu. cm.

8 The two fixed points are the freezing and the boiling points of water. The thermometer is packed in finely crushed ice as far up as the mercury extends. The containing vessel has an opening at the bottom to let the water drain away. After standing in the ice for several minutes the point at which the mercury comes to rest is marked zero and is called the freezing point. The boiling point is found by observing the position of the mercurial column when the thermometer is suspended in the steam of pure water hoiling under an atmospheric pressure of 76 centimeters. The bulb should be at least an inch above the water and the dish should be tall erough to allow the mercury to come only just



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9 A magnetic field is the space surrounding a magnet within which magnetic substances are influenced. Magnetic induction is the property that magnets possess of inducing polarity in magnetic substances that are near them. Experiment—Hold one end of a short rod of soft iron near one pole of a strong bar magnet and while in this position dip the other end of the rod into iron filings. The filings adhere to the rod as to a magnet, but fall off when the magnet is removed.

10 (a) The clouds seem to collect and to concentrate the diffused electrification of the atmosphere. As the charged vapor particles join and condense the potential rises. (b) The charged cloud and the earth constitute a huge condenser. The cloud is usually positively charged and the opposite or negative electricity is induced in the earth beneath it, and as soon as the difference of potential between them becomes great enough the spark, or lightning flash, breaks through the air between them. A lightning flash may pass between two charged clouds when the negative charged is induced in a neighboring cloud.

arged is induced in a neighboring cloud.

It (a) 
$$C = \frac{E}{p+R}$$
 (b)  $C = \frac{SE}{Sb+R}$  (c)  $C = \frac{SE}{Sb+R}$ 

C=current strength, E=electromotive force, S=No. cells in series, P=No. cells in parallel, b=internal resistance of each cell, R=external resistance.

12 (a) The arc lamp is a device for automatically separating the carbons when the current is turned on, for bringing the carbons together as they are consumed at their tips and for short circuiting the lamp in case of accident. The mechanism for separating and feeding the carbons consists of a clutch-washer, a clutch and a pair of electro-magnets, of which one is in series with the current and the other is a shunt When a certain current goes across the arc. through the shunt circuit the carbons are brought nearer together. This shortens the arc, decreases the current in the shunt coil and increases that in the series coil. The series coil draws the points farther apart if they are too near together and the current is too great. (b) The light is due to the intense heating effect of the current caused by the resistance at the point where it flows across from the positive to the negative carbon. (c) Arc lamps are generally connected in series, the number of lamps in a circuit depending on the difference in potential between the terminals.



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13 The pitch varies inversely as the length of the air-column. We lengthen or shorten the air-column by stopping or unstopping the holes along the side of the flute, and the pitch of the tone falls or rises accordingly.

14 (a) Amplitude of the vibration producing it. If a tuning fork is struck slightly, the energy imparted to the air will soon die out; but if struck a harder blow the fork will give greater energy to the air and the sound will be louder. (b) Distance from the sounding body. The sound wave is the outside of a spherical shell. Since the surfaces of spheres are proportional to the squares of their radii, it follows that intensity of sound varies inversely as the square of the distance from the sounding body. (c) Area of sounding body. A small tuning fork vibrating sets only a small quantity of air in motion and gives little sound, but if the prongs are broad, yet of the same length, a greater quantity of air is put in motion and the sound is much louder.

15 Drop some melted paraffin in the middle of a piece of unglazed white paper. Heat it over a lamp or with a hot flat-iron until the spot is about half an inch in diameter and transparent. Mount the sheet of paper in a suitable frame and fix it in a vertical position. Set in a dark room a standard candle on one side of the screen and the light to be measured on the other, arranging the lights at the same height as the grease spot and in a straight line with it. Move the screen along the line between the standard candle and the light to be measured until the grease spot is invisible or at least conspicuous, thus showing that the screen is equally illuminated of each side. The square of the ratio of the distance of the given light from the screen to that of the standard candle is the candle power of the given light.

16 The image is real, inverted, situated at twice the focal distance and is of the same size as the object. (See textbooks for diagram.)

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WASHINGTON, PA.—Enclosed find check for commission on this year's position. Twice now you have secured desirable positions for me and have done all I expected you to do, and for these

attentions I am sincerely grateful. Eric V. Greenfield, Trinity Hall, Oct. 21, 1905.

BINGHAMTON, N. Y.—I take pleasure in sending you draft to cover my commission. The longer I am here the better I realize what an ideal position, both in character of work and in location, you secured for me. H. B. Jones, Vice-Principal High School, Nov. 25, 1905.

NEW BERLIN, ILL—I am pleased to learn that

Mr. Miller has enrolled with the Albany Teachers' Agency, for I consider it the best agency that a teacher can join. Walter M. Burrell,

Principal, Nov. 27, 1905.
GLENS FALLS, N. Y.—I came to Glens Falls Monday in accordance with your instructions, and have secured the sixth grade position. My work started to-day and I feel certain that I shall like it. I appreciate the efforts which you have made in my behalf. Grace Flower Williams, Dec. 4, 1905.

New Rochelle, N. Y.—I am very glad that I

have obtained the position in New Rochelle and I am grateful to you for your services. Ethel L. Major, East Orange, N. J., Dec. 7, 1905.
SWEDEN VALLEY, PA.—Last April I made ap-

plication to your agency for a teacher for our grammar school and you recommended Miss Jones of West Bangor, Pa., whom I secured. I am well satisfied with her and I shall be glad to recommend her at any time. Geo. M. Tuttle, Secretary Board of Education, Dec. 13, 1905.
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schools are much above the average—everything is strictly up to date—and I feel greatly indebted to you for the opportunity of teaching here. Mae

E. Wickens, Dec. 14, 1905

GREAT BARRINGTON, MASS.—I am very much pleased with your prompt action in recommend-ing a principal for the Housatonic schools. I telephoned you at Q A. M., received a telegram from you at 10:30 and at 4:15 was visited by your candidate. He was finally chosen out of a list of thirty-five who applied for the place. is worthy of note that he was the only candidate presented by your agency, and he has proved by his work that he is the right man in the right place. H. Dressel, Ir., Superintendent of Schools, Dec. 15, 1905.

Pemberville, Ohio.—We have decided to employ Mr. Perry D. Clark as principal of our high school. We were well pleased with the recommendation you gave him, and I assure you we will do all we can to make his work a success. C. P. Smith, Clerk Board of Education, May 23,

ALTOONA, PA.—The election resulted in favor of Mr. Ernest Lonis of Oswego, N. Y., as teacher of manual training. We wish to keep the papers of Mr. Lonis for some time yet and will return them to you later if you so desire. I wish to thank you for your interest and for the thoroughness shown in looking up the qualities of your men. I believe Mr. Lonis will prove all that we expect of him, and thank you for bringing him to us. C. E. Karlson, Supervisor, June 15, 1905.

SALEM, S. D.—Enclosed we return your recom-

mendations and advise you that the Board of Education have elected and contracted with Mr. Stackpole for the position of principal of the Salem schools for the ensuing year. I thank you for the courtesy you have shown the Board. P. W. Scanlan, Clerk Board of Education, June

17, 1905.

Kingston, N. Y.—I am pleased to announce to you that we last night elected Mr. Boyce principal of School No. 6 in our city. I am certain we have made no mistake. Thanking you for sending Mr. Boyce to us, S. R. Shear, Superintendent of Schools, July I, 1905.

NORTH BENNINGTON, VT.—I write to inform you that we have closed Mr.

you that we have elected Mr. A. M. Jones, formerly of Winooski, Vt., to the principalship of merly of Winooski, Vt., to the principalship of our schools for the coming year. Thank you for your interest in the matter. Geo. B. Welling, Chairman Prudential Committee, July 5, 1905.

DAROTA, ILL.—We selected L. Nevin Wilson of Harrisburg, Pa., recommended by you. Rev. C. K. Staudt, A. M., July 25, 1905.

BARBOURVILE, KY.—I inform Miss Katherine Sutphen of Albany, N. Y., by this mail of her election as music teacher in Union College. Your unqualified indorsement is the greatest factor in

unqualified indorsement is the greatest factor in her selection. Thank you for your assistance. James W. Easley, President Union College, July

27, 1905.
MIDDLEBURY, VT.—Miss Margaret Chase came here Wednesday and we engaged her as assistant in the high school. I thank you for your assistance in the matter. E. H. Martin, M. D., Clerk of School Board, July 28, 1905.

RICHMOND, KY.—I have just closed with your man, Mr. A. E. Bardwell, for the English and History position. James T. Barrett, Principal,

The Walters School, Aug. 4, 1905.

NASHVILLE, MICH.—We hired Miss Updyke, recommended by you. S. H. Bennett, Superintendent, Aug. 7, 1905.

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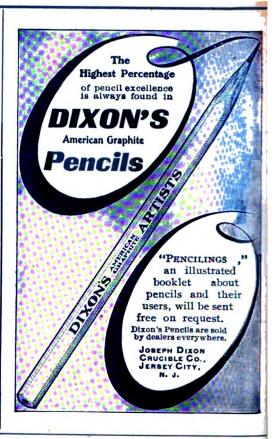
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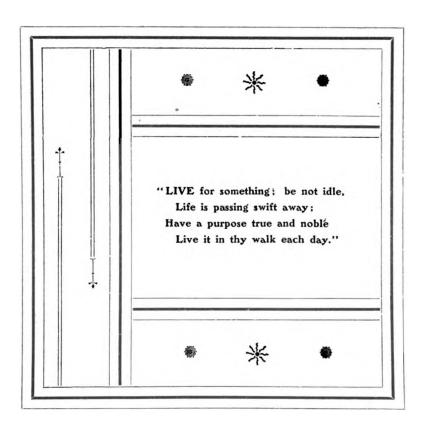
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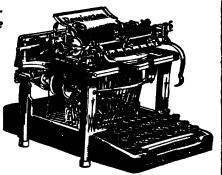
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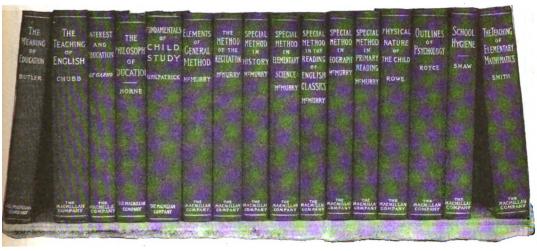
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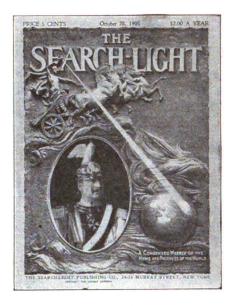
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Vol. IX.

APRIL, 1906

No. 8

#### The Teacher Who Succeeds

J. H. ACKERMAN, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, OREGON

T is taken for granted that every teacher is anxious to succeed; hence, whatever may be said at this time will be only suggestive of ways and means for attaining success. Among the many requisites that might be mentioned, I have selected nine which to my mind are very essential. The requisite conditions for the successful teacher do not differ materially from those required in any other vocation. thing else being equal the teacher who succeeds must be able to enjoy a good sleep. In order to do this, the daily program should be so arranged as to afford ample time for rest and recreation during the hours not usually counted as school hours. To my mind, that teacher is not doing justice to herself or her school who permits her school work to so absorb her time as to crowd out the daily recreation period, and the successful teacher, is the one who insists on taking the needed recreation. How this may be done must be left to the judgment of the teacher. It is needless, however, to say that a part of it should be taken in the open air. Were I able by one sweep of the pen to abolish at least one-half of the written work now required of the children, which must be examined out of school, I would gladly do so. For I know of no more nerve-racking, appetitedestroying work-work that saps the very life of the teacher, than the examination of written manuscripts after an arduous day's work; it is so much so that I sometimes think that it is an invention of the evil one himself. Much of the outline work re-

quired of teachers, especially in city schools comes in the same category. In saying this, I am unmindful of the fact that there is a certain class of teachers to which these precautions will not and should not apply; but I am fully persuaded that many of our most successful teachers would be far more successful if they were to plan their work so as to secure more recreation. In planning the work, the teacher should so plan that her professional work shall be forgotten for the time being. She should associate with those who are not inclined to talk "shop." Join some organization whose object is mostly recreation. Do not misunderstand me. I would not for a moment advocate the non-preparation of daily work but what I do insist upon is that all non-essentials in the way of preparation shall be eliminated to the end that the best interests of all concerned shall be subserved.

The second requisite for a successful teacher is the ability to enjoy a good meal. All that has been said under the head of the first requisite will apply with equal force to the second. I am satisfied that any one of us can look back upon that day during which everything went wrong; when every child seemed to be bewitched; when we would not care to meet our best friend; when we were bound and determined to quarrel with some one and finally ended in settling matters by inflicting a case or two of corporal punishment. It was that day the morning of which we were unable to enjoy a good breakfast and the

night preceding we were unable to sleep. I know of what some of you are thinking. You are saying to yourselves: "If you had to board and room where I do you would not be able to enjoy those things any more than I do." Perhaps not, but that does not prove that the absence of the enjoyment of those things does not militate against us. I am simply pleading for the boys and girls entrusted to our care.

The third requisite of the teacher who succeeds is the ability to enjoy a good story and better yet to be able to tell one. The teacher who can detect and appreciate the humor contained in a story and can laugh heartily with the children when something really humorous occurs, as it will from time to time in the best regulated schools, is the one who will secure a grip on the heart strings of her pupils, a grip that will last to the end of time. Pupils love and respect that teacher who demonstrates occasionally that she is human and is of common clay. I do not mean that the teacher shall be frivolous: far from it. But I do mean that the teacher who can bring herself in sympathy with her pupils, who can make them feel that she understands child life is the one who will be most apt to succeed.

In every school there come gloomy days which can only be cleared by the wise teacher who knows how to read or tell a good story to the best advantage. For the sake of the boys and girls I hope the number of those who have the third requisite is legion. Some one has said, "A laugh is worth a thousand groans in any market." Another has said, "Laugh and the world laughs with you; weep and you weep alone."

Nothing will yield you richer rewards of gladness and a greater wealth of joy than faithfully to cultivate and auspiciously to develop the happier, warmer, sunnier side of your nature, that you may be a blessing to yourself, and more than this, a blessing to all around you.

The teacher to succeed should endeavor to cultivate a cheerful spirit. Nothing is so contagious as cheerfulness and I am firmly convinced that we can by faithful endeavor so control ourselves that, no matter how the clouds may lower, we can show to the world a calm exterior and cheerful spirit. A cheerful spirit is essential to the one who is dealing with exuberant youth. As we look about, who are the ones who have true and firm friends; who have the love and respect of the young? Is it not the one who possesses the cheerful spirit? If there is a virtue in the world at which we should aim it is cheerfulness. Someone has said, "Cheerful looks make every dish a feast." "Health and cheerfulness mutually beget each other; there are bridges to cross and the way is long; but a purpose in life will make you strong, keep ever on your lips a cheerful song; look up my boy, look up."

Most men call fretting a minor fault, a foible and not a vice. There is no vice, which can so utterly destroy the peace, the happiness of a school as that of fretfulness on the part of the teacher.

Another prime requisite for the teacher is a smiling contenance. Not a cast-iron smile made up for the occasion; but a real smile, one that eminates from the heart, one that comes with the warmth and cheer which radiates good fellowship and all that goes with it.

It has been said that our countenances are reflected on the faces of all whom we meet. That is if we present a smiling countenance to the world it returns it in kind. To which teachers do our minds revert with genuine pleasure and whose memory do we keep ever enshrined in our hearts? Are they not the ones who made us feel kindlier to all and led us to our best at all times?

The sixth essential is for the teacher who possesses a soothing voice. It has been my good fortune to visit many school rooms and I can say without mental reservation,

that the most successful teachers—those who were the most successful as disciplinarians and whose school room atmosphere was such as to foster good manners and character—were the ones whose voices were well modulated. It has long been said that one's character is quite clearly indicated by the tone of the voice. Literature has placed its stamp on the soothing voice by saying of a lady, "Her voice was soft and low."

The three other qualifications necessary to success is, first a good pattern, either of person, or position; the second, a belief in your own ability; third, patience and perseverance in following to the end.

Let us take up these three elements in their order. A good pattern, confidence, and adherence to the design through plodding effort. First, the aim, what shall it be? The main question of life before us is, shall we retrograde, shall we stand still, or shall we make progress? It is not so much what we do in life that makes success for us, as how we do it. Hence, in our occupation we must do our present work well and live in the future. We often have day dreams as to what we could do in another's place; discontent with one's own place does not make him capable of filling another. We cannot fill a large sphere of life until we completely fill our present one and overflow its boundaries. in any other position and we will do no better but perhaps even worse, than we do at present. Success is not in where we are, but what we are.

I do not mean that circumstances or environment have anything to do with our station or success in life. We are all aware that fortune does not favor some, that positions and salaries are governed somewhat by circumstances and family influence. But we all do know that where one does want to succeed and is willing to pay the price of success from his own bank account instead of his friends or relatives, that sooner

or later, in spite of all obstacles, that one will succeed. His stumbling blocks are made into steps to mount still higher as he follows his aim. Instead of being permanent hindrances, they are only temporary and really constitute the material for paving his road to success. Rapid progress may be hindered by poverty and birth, but they are like the stick or stone in the stream. They block progress but by damming the water they store up reserve energy that finally sweeps them away and passes on with more force than before. The boy's kite would not fly so high without the string to hold it down. Therefore, if you wish to rise, hold vourself down. Many teachers have been lost to the profession because they had nothing to restrain them and weigh them down; because life was easy, and they did not have to struggle against obstacles which would stimulate them to greater energy. A blooded horse travels faster when going up an incline. Pull hard on his bits and he moves more briskly. Ease up and he slackens his gait. We determine our own positions, our own level, our own selves, and by our own application. The question then is: Shall we go down or up? There is no level ground in life. We rise or drop. Live fish swim against the current, dead fish float with it. we float or swim?

The second feature is belief in yourself, inspiration. The person whose motto is "I can't," will never find a way, and may let wondrous opportunities pass by. the ability to see seeingly that tells. The successful teacher is the one who will not even admit to herself that she doubts her ability, let alone to anyone else. Self distrust is the cause of many of our failures. In the assurance of strength, there is strength, and they are the weakest, however strong, who have no faith in themselves or their powers. Belief in one's own powers is not synonymous with conceit, ... far from it. It is that we shall value our powers at their true worth, believe in them,

cultivate them. It has been truly said that the world takes us at our own price.

The third element, is patience and perseverence. Anything accomplished that has permanent worth has been after many years of preparation and service.

"I prepared that sermon," said a young preacher, "in half an hour and preached it at once, and thought nothing of it." "In that," said an older minister, "your hearers were at one with you, for they also thought nothing of it."

Many of us are not willing to labor on to the end. We lack thoroughness and application. These ideals of life are not attainable. They are not visionary. What teachers have become, what teachers have done, what teachers are, can be done by Work, hard work, perteachers again. sistent work alone is needed if anchored to the fundamental rock of good character. For if a teacher has a poor character, all these things will profit him nothing so far as true success is concerned. Let me once more briefly state the elements of success which are: the ability to enjoy a good meal, sleep and story; to endeavor to secure a cheerful spirit, smiling countenance and soothing voice and then have an aim, an ideal, a pattern, a purpose, aspiration; a belief in one's self, a seizing of opportunities, inspiration; the power to do, sand, grit, nerve, backbone, industry, pluck, perseverence even into perspiration.

#### The High Schools of California

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IN California, the high schools hold a peculiar relation to the public school system. In the constitution of 1849 provision was made for common schools and for the State university but not for high schools, so the school system of the State began with a hiatus between the common schools and the university which could be bridged only by local enterprise.

The measures by which the people have supplied themselves with the necessary secondary schools and have endeavored to make these an integral part of the public school system form an interesting chapter in school legislation. Special laws provide for the maintenance and control of these schools. In school law and political code they are treated as a separate institution although the courts declare them an integral part of the school system. The district boundaries of high and common school seldom coincide. When they are the same, the board of education for the city is charged with the care of the high school; in other cases, as when union high schools are organized, a special high school

board is created, but the county board of education holds the deeds to the property and approves the course of study. The same county board furnishes the county supervisors with the estimates for high school expenses, and then levy the tax, the proceeds of which are kept distinct as a high school fund.

Each high school is required by State law to accept all graduates from the seventh grades of the county schools on certificate from the county board, but for other applicants the principal sets examinations which must be approved by the county board. Further, each high school must maintain a course of study that will meet the requirements of the State university, and this provision gives the university an opportunity to supervise the work of the high schools.

Not only were the people embarrassed by the provisions of the constitution of 1849 and by those of the present constitution, but the State university at first found itself in a serious predicament through the lack of suitable preparatory schools. There was need that it should encourage the establishment of such schools and should by wise provisions lead them to adopt high standards of scholarship. By its system of accredited schools and thorough inspection, the university has acquired a power of control well-nigh as absolute as that provided by law for the State board of education in New York. The university practically dictates the scope of the course of study, the content and method of instruction for each subject, and very nearly controls the supply of teachers for high school classrooms through its connection with the State board of education.

By law the State board alone can grant certificates for high school teachers, though the county boards can issue certificates to teachers for the grades. The president of the university and the professor of education are members of the State board, and their recommendations are customarily followed in matters pertaining to the high schools. As a result, this State leads the Union in the severity of its requirements for a certificate to teach in the high school. Each candidate must take a half year of graduate study in his special branch and must pursue this in one of the associated universities of the United States. means that no Californian can teach in a high school unless he has received graduate instruction in one of the two universities of the State or in the east. By this measure the university is enabled to give its students precedence in all the high schools and to compel the graduates of all colleges to pass through its own halls before they can become instructors in secondary schools. As most teachers send their students to their own alma mater, this provision strengthens the position of the university incalculably and places the colleges of the State in a peculiarly defenseless situation. They must send their graduates to the university for advanced study or be deprived of representation in the high schools that should be tributary to the college. It may

be gravely questioned whether such crippling of the colleges with the consequent expansion of one central institution to unwieldy numbers and great complexity of function is altogether best for the educational interests of the State.

The direct influence of the university upon the high schools is in many particulars most beneficial. By its system of accrediting schools the university defines the scope of the curriculum, controls the methods of instruction, and provides that standard textbooks shall be adopted. inspectors pass from school to school, unifying instruction, stimulating teachers and class. Great credit is due the university for its services during the formative period of high school instruction in this State; and yet it is possible that such paternal care may prove disadvantageous if continued after the schools are fully established. The university inspector sees all things from the university standpoint, and his direction of instruction implies that it is the chief business of the high school to prepare pupils for the university. The community is demanding with growing insistence that the high school course shall be more diversified and shall equip the student for vocations. The cooking school, the manual training department, the commercial courses, music, and the gymnasium lie outside the immediate interests of the university, and these are increasingly important in most schools. Nor is a more exacting standard maintained in the old-line courses then in these newer courses which lack the stimulus of university inspection. Many a union high school secures in the East trained teachers for these more practical courses. Teachers' College of Columbia has sent many instructors to California, and specialists in every branch are sought where they can best be obtained. Even in courses that lead to the university the question often arises whether the training most desired for future university study is always the best for the pupil who closes his work with the

high school. The teachers are insisting that any thorough course continued for a prescribed time shall be accepted by the university, and compliance with this demand would seem reasonable since in this State severe tests of teaching efficiency can be maintained. The rule holds good that the rigor of school supervision should vary inversely with the adequacy of the tests of efficiency for the teaching staff. As in California the tests of the teachers' power are more satisfactory than elsewhere, it should follow that inspection and direction in the details of instruction may be reduced to a minimum.

However skeptical the early settlers were concerning the value of secondary education, Californians of to-day believe in their high schools. The density of population and the concentration of property within limited areas favor the development of high Already these schools average schools. best perhaps in the Union, and yet rapid development seems probable in diversity of courses and adaptation of work to immediate needs of the populace. The schools of California afford a profitable field of study for educators who wish to understand the present and future possibilities of secondary education.

#### The Need of Child Study

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YOU are all familiar with the child who sits with open mouth and staring eyes, evincing little interest in anything long; with the one who winks painfully and makes several attempts at gauging his book before finding a readable distance, and who then calls hard, bard; if, it; that, than; with the one who finds his own feet stumbling blocks because of poor eyesight or weak muscles. You are familiar, too, with rooms where children sit hour after hour of day after day with little chance for free movement, facing a teacher who remains at that desk which is always in one spot. It makes us wonder how the bodies ever come out of it symmetrical.

A certain fifth-grade boy spells use, yus; Rhode Island, Rod ailen. In recitations where work is to be learned from oral presentation he does splendidly, but where lessons are to be mastered from book or board his work is rarely well prepared. This lack of eye-mindedness has handicapped the child seriously, while attention to the defect from the lowest grades up might have resulted in a greater power of accomplishment. Then there is the child who seems unable to form any number of concepts,

though he may be a good pupil in other ways; there is the one whose mental looseness makes its appearance in all physical expression of the mind processes, and the one whose nervousness and timidity together so react on the mind as to make it uncertain and backward in forming quick, true judgments.

In the higher grammar grades you know the boy who loses interest in school. He "wants to work." You know the girl who will play truant, manufacture for the time being very plausible excuses, all because her interests, now strongly asserting themselves, demand other modes of expression than the school supplies. In large cities the school settlement is nearing a solution of such social problems, but as yet few of the smaller communities have adjusted themselves to this arrangement, and many have never even thought of it.

How often does a teacher overlook the drooping heads, the flushed cheeks, the list-less attitudes, the restless motions and the pairs of eyes anywhere but on the work of the moment in her eagerness to finish the amount planned for that recitation? And her weary exclamation, "We didn't accom-

plish one thing in that class to-day!" is only the result of her lack of observation of several important and glaring indications. It may be a matter of atmosphere or of lesson presentation.

The detection and betterment of all these conditions and defects call for well-trained teachers—well-trained in the broadest sense, not merely in subject matter. There are scores of teachers who do look out for the prevention of such faults as have been mentioned, but are there not many more who neglect them? For it is true that few, one might say none, take up and make a success of any branch of work in which they have not a real or an acquired interest, or in which they are not compelled to make some effort. It is strange that all teachers of children do not acquire an interest in child study; but all do not. And with many of them the subject has never been sufficiently urged upon their attention. See what certificates of preparation most of our teachers hold. Then you can judge how much this subject has been made a part of their equipment. There are, according to the statistics for the preceding school year which have just been compiled, 32,902 teachers in the elementary schools of New York State. Of this number 6,501 are graduates of normal schools, 9,170 are graduates of training classes, and 15,291 hold commissioner's licenses. Only a small per cent. of these are from institutions of other states. We know, many of us from experience, what the preparation of one or more of these classes has hitherto been. The ones of the third group have taken no required subject dealing with child study. other two groups, making nearly the other half of this teaching corps according to the course prescribed for them, with the few exceptions where instructors have made additions of their own accord, have felt the pedagogical glow of only adult psychology and school management. Though in some measure these two subjects may have flickerings of child study and may light in some

minds a spark which may grow into an increasing and enduring flame, in other minds they either never catch fire or smoulder and and die without having consumed one atom of gray matter. Yes, to be sure, in the one subject various faculties and states of the mind and its development are considered, and in the other the ideal school environment and school hygiene, but their very titles show that they are not the subject here advocated.

Is not the psychology taught largely that of the adult mind? This, indeed, is essential, but must be made the gateway to that rich and inviting field of genetic knowledge with its fast-widening vista. See how a prominent instructor regards the value of this subject. About a year and a half ago Mr. E. H. Russell of the Worcester, Mass., Normal School questioned a section of his graduates who had become experienced teachers, as to whether their pursuit of systematic psychology or of child study had been more profitable. He found that of 272 reports 70 per cent. were distinctly favorable to child study. He says, "\*Of the 2,000 and more normal students whom I have known more or less intimately I have no hesitation in saying that not more than 5 per cent. were capable of grasping the fundamental conceptions of rational or speculative psychology. The great majority of young people are not sufficiently emancipated from the concrete and sensible to hold steadily in view wide generalizations with regard to mental phenomena. But even admitting that the psychology of the textbook has been acquired, it seems to me that the acquirement soars and hovers at too great a height above the schoolroom to descend and serve the teacher in the nick of time. But child study does bring us face to face with the concrete fact of individuality, revealing the infinite variety and variability of human nature, . . . and thus prepares us, so far as we can be prepared, to encounter and deal with the unexpected."

<sup>\*</sup> Proc. of N. E. A., 1904, pp. 571-574.

If Massachusetts teachers find child study helpful, it would seem that those of other states might.

That our teachers who have had only these subjects above mentioned gain much by observation in their teaching, and avoid many errors by instinct is true beyond doubt, and when they present courses of study planned by competent minds and adapted to child nature the result is sometimes almost satisfactory. This knowledge can be gained with no very toilsome effort from the literature on many important phases of the subject. Among the authors of valuable works are Kirkpatrick, Judd, Warner, Groszman, Oppenheim, Thorndike and Hall. Periodicals, too, give a great fund of interesting and stimulating information by which a teacher may keep up with new ideas and methods. One thinks first of the Pedagogical Seminary, of the Journal of Adolescence, of the Journal of Pedagogy. With the present salaries teachers cannot be expected to own or to subscribe for as many of these as they actually need. Assuredly it is the duty of every superintendent and principal to supply this need to teachers under his supervision, and every library for teachers should number these works at least among its volumes. The books and magazines particularly helpful to a school ought to be a part of its working plant as much as Webster's Unabridged or the Encyclopedia Britannica.

In the last decade much of the insight gained in regard to the child nature and habits has been well applied. We have improved methods of teaching number, reading, writing and drawing; we provide for correlation; we make much in some schools of pictorial and objective manual work. Yet our insight fails some of us in using this manual work in the right way; just at a time when this form of expression is needed as an outlet for energy, to clinch a thought, or to add a bit of interest in some lesson, not at a stated hour of certain days. Not long ago in a school of 800 pupils,

where this work is ideally used, the frail woman principal said as she indicated a former truant schoolboy in the corner: "The manual work has settled his case successfully. In fact there's no discipline in the whole school." In the last decade we have also learned improved methods of teaching geography and history, but in history how much more would be gained if we made use of the child's love of dramatic expression? Concepts would be more vivid and lasting if the imagination were allowed play in the representation of the life and striking events of various epochs. much interest, if not more, would be roused. and certainly much more knowledge gained of the development of language, of dress, of customs and manners than from the printed page only. Research would thus be stimulated as well. Through nature study we have found a way of appealing to some children and have discovered thereby a means of arousing their powers of observation and developing skill in other directions where interest was lacking.

Much more attention during the last few years has been paid the physical condition of children upon which the mind is so dependent. Though we are able to perform tests to discover sense defects, too few children are actually helped through the school; though with some experience we are able to recognize incipient forms of disease, how often does an epidemic run through a school because some teacher did not exercise watchfulness, or because there was no regularly visiting physician; though we are able easily enough to mark the cases of backward and subnormal pupils, how few ungraded classes we have for the special work that they need.

For further experiment and study Mr. A. C. Ellis of the University of Texas makes three general classes of facts, which are, as he says, "sorely needed by teachers."

"(1) \*Concerning the periods of nascence of various tendencies and capacities.

<sup>\*</sup> Proc. of N. E. A., 1924, pp. 575, 576.

We waste much time now by giving some things too soon and lose much of precious possibilities by starting others too late. The nascent periods for musical training, for certain aspects of religious development, for social endeavor are fairly well known; but the nascent periods of a host of possibilities which the teacher must develop are as yet only roughly determined. . We are hardly conversant enough with the symptoms of nascency to recognize it when before our eyes.

"(2) Concerning periods of peculiar weakness and danger. We at least know at what age the tissues of a child are most susceptible to the germ of scarlet fever, . . . something of the danger of skepticism and despondency in the later "teens" and early twenties, but ignorance of other equally important, but less obvious, periods of strain or danger lies at the root of daily tragedies in the school and home.

"(3) Lastly, it is only through study of children that the developmental relations existing between different phases of growth can be discovered. This is a point we are just beginning to understand. We have talked of development for years, but most of us still think of it in the old logic of addition and subtraction."

Referring to Mr. Ellis' first point concerning periods of nascence a word may be said about reading. Haven't you known numbers of children who were never taught to read? Do not the majority of children show an inclination for reading about the age of seven or eight? Why make them struggle over it as some of them do before they show this inclination? There is plenty that can be advantageously taught during those first years aside from reading. The need for better language work is very apparent. Children love to talk. Teach them to relate events of common life and to retell stories clearly and accurately. This, if continued, will enlarge vocabularies, and at the same time do much toward solving the problem of good written work later.

In connection with Mr. Ellis' first and second points, i. e., the periods of nascency and periods of pèculiar danger, more study needs to be given to the budding and growth of the emotional life. Many children are bereft of much grace of character and charm of manner and even loss of certain desirable qualities because of unwise repression by their elders or because of lack of sympathy. The trend of a disposition, the formation of good or of evil tastes, the making or marring of a whole life may depend upon the perception or the oversight of one of these critical times in the life of a child.

There is a danger constantly overlooked which is far-reaching in its consequences: the danger of overstrain-its indication, fatigue. Much experimenting has already been done to determine the amount of energy that may be expended on certain subjects in the curriculum before fatigue appears. Its factors are so complex, however, that no authentic way of measuring it has yet been found. But our teachers can note its signs and change the occupations that have exhausted attention to those that rest the faculties that have been in operation. To do this requires careful thought. would not be wise to follow a period of rapid calculation in arithmetic by a game like center ball, nor would it be well to follow an hour of seat work by a game like "Pass the ball" where so many sit, still. This leads me to remark that children, especially in the primary grades, are too much in their seats. There are scores of motion songs and plays that delight and rest them, so that if given at brief intervals the minds are enabled to perform much more than can be done under the prolonged strain often put upon them. And let the exercises in the lower grades be games. Short periods of work followed by recreation will remove the danger of fatigue and result in a healthier mental condition.

#### Drawing in Its Relation to Other Subjects

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IN this age, and in this country whose motto seems to be practical utility, the sentiment that nothing is of value, in and of itself, has long ago been accepted. In our consideration of anything, from a scientific theory to a machine, in whatever ascending scale we rise, the climax must be its value as a factor in a rounded out whole of some sort. This is preeminently true of the various subjects that appear in the make-up of a public school curriculum.

He must have been an analysist, as well · as a poet, who wrote.

"Each thing in its place is best, And what seems but idle show Strengthens and supports the rest."

To many, drawing in the public schools seems but an idle show. It should, like everything else, be put to a searching crossquestioning, and compelled to show if, in a school full of pupils representing all sorts of social conditions, and endowed with tastes and abilities as varied as are their countenances, it can prove its right to be by convincing us that it does strengthen and support the rest. Nothing that cannot stand that test should survive.

The work in nature study affords to us, perhaps, our most apparent use for the drawing as an assistant to the impression side, and as a medium for the expression The plant forms in their various phases, the natural laws of growth, the results of oecology, comparisons, adaptations, etc., make little impression upon the minds of children until actually pictured out by them, though the picture may be crude, as in many cases it is quite likely to be. this particular subject, the impression side seems the heavier of the two, a point which would be considered in its favor in the estimation of many who are ready to level criticism at the utility of the drawing. expression side is not wanting, however, being so self-evident that it needs little argument to prove it. In the study of the plants, for example, after having learned the points under consideration by observation in the field, and by having probably made a sketch of some sort from the plant itself, the child who can step to a blackboard and make a picture from memory proving his point or illustrating his statement, certainly has a good working knowledge of his subject, and will thereafter be intelligent on those points at least.

In the simplest and most fundamental work in geography and history, the making of maps, we find a very practical use for the principles learned in the drawing period. The refining influence of the lessons on color here begin to show, in children whose sensibilities in this respect are finer, showing almost at once; in the others, and these are the ones whom we most need to reach, not so immediately, but without fail, eventually. The harmonies used in the coloring of their maps relieve our sensibilities from the strain of seeing constantly the atrocious combinations of colors that we would have without such instruction. Better still, they cultivate in the pupils themselves an appreciation of dainty and harmonious coloring. When a set of maps is ranged up for discussion, the large majority of pupils will see by comparison what they cannot see by the consideration of only their own, the beauty of those that are delicately and harmoniously colored. Let us hope that this appreciation will remain with them and find expression in good coloring in their own clothing and ornaments. physical geography there is the same opportunity for discrimination in the selection of colors, as well as for the application of the principles of drawing to the form of Where it is desirable to the illustration. work out in history some event that makes a keen picture, the drawing has put into the hands of the child the means of so doing.

The design work and the instruction in

the essentials of spacing find direct application daily in nearly every line of work, in the covers into which they put the summaries of a term's work or the work on any unit of thought, in the initial letters which they employ and in the putting into shape of the many things which are summarized in the schoolroom.

The sewing is made more interesting to the girls by the application of their designs. In the work of the grade here shown, we find an intertwining of several subjects, some of the designs having been worked out from the plant forms and flowers of the fall color work, the others being the result of a study of Saracenic ornament in connection with the series of language lessons having the Alhambra as their theme, and embracing in the wide circle literature and reading lessons from Irving's "Story of the Alhambra." Does the old Moorish palace not mean more to those children because they understand, even in an elementary way, the character of the ornament used and that those sharply defined characteristics are inseparably connected with the Moor's expression of himself in his ornamentation? Children do feel a satisfaction in being able to recognize a horseshoe arch as Moorish and a rounded one as Roman, a gargoyle as Gothic and an interlacing design as Saracenic. The objector might here make the claim that these other subjects just mentioned as combined in the pieces of work under discussion strengthen and vivify the drawing quite as much as the drawing does them. Be it so. As political economists we believe in reciprocity.

In the manual training room we find a certain field for the use and application of the principles of drawing in whatever of free-hand work is done there as well as in ornamental design work. A boy has a better idea of a beautiful curve and of proper proportion, of appropriate design and of good coloring, because of his drawing lessons, and this better idea is certainly of practical help to him in his manual training.

In our effort to make clear that drawing does "strengthen and sustain the rest," it certainly seems that we ought not to stop until we have included the home. It is a recognized theory that the farther into the home a system of education reaches, the more complete and valuable is that system. If then, the measure of the value of drawing as a factor in the building up of an education is to be correctly taken, we must look into the home and see how much it has done there. Here we are patiently waiting to see what we firmly believe must come after a few more years of this kind of training, more harmonious color, a consideration of appropriateness, thought given to the design of furniture and ornament, with the result that will inevitably follow. a return to simpler forms, with a corresponding dropping out of the travesties on ornament that now so often fairly make us wince.

It is not the design of this paper to discuss that phase of the subject. At the same time, when we think of strengthening the rest, does not that "rest" include the developing and training of an artistic sense. though such work may not appear as a schoolroom subject? I cannot help seizing this opportunity to make a strong appeal to press home and press hard on that thought as constantly as possible. Avail yourselves of every opportunity to strike a blow for purity and simplicity in form and ornament, in even so small a matter as a five-cent vase, until some of the nightmares that distress us so now are buried from sight without the possibility of resurrection. This work in the public schools throughout the country, if persisted in, will certainly create a demand for better things, and the better things will be supplied in place of much that we see about us now.

Fra Lippo Lippi is quoted as saying,
"If we get simple beauty and naught else
We have about the best that God invents."
We are hoping to see homes in the future,
then, in which a well-molded taste will

show, both in structure and in furnishing, and presided over by women who show an appreciation of harmonious coloring in their own dress as well as in their carpets and hangings. When we find these conditions, we shall have nearly reached the climax of the strengthening and sustaining power of this subject as a factor in the whole structure of general education.

Irving speaks of the native good taste displayed by some races in the matter of the harmonies, citing as an example a Spanish woman whom he saw in Granada whose dress was a combination of purples, reds, blues, and, I believe, yellows. The mixture sounded frightful, but he declared it to be a perfectly harmonious whole, and that through apparently some inherent quality in the woman, of course totally unsuspected by herself. That was undoubtedly true of that particular Andalusian, but the sovereign means to such an end in our cosmopolitan America is the education of the young in that particular direction.

Bringing our thought back to the schoolroom then, we must all recognize the truth that "Eternal vigilance is the price of success." The dropping of a word whenever possible that will enforce the thought treated in the lesson, or pin an application, will do much. Multitudes of pictures float into the schoolroom, children being eager to bring them in as they study a subject. A moment of attention to some salient point expressed in the picture, good composition, simple ornamentation, the values, the form of architecture, anything that presses home something taught, will make more of a living reality of that thought, and will show to the child where he may some day make his own application. In our city the upper grades have class colors, pins and pennants. In selecting these colors a thought given to the harmonies is a thought well placed. Speaking for a moment in the first person singular, my own class last year selected light gray and crimson, knowing well what made the combination pleasing.

This year we have green and white, and the pupils are taking positive pleasure in that harmonious combination, especially as expressed in their pennant, which, by the way, was designed by one of the boys in the grade.

"Faith without works is dead" we are taught. We have faith in the ultimate results of the work in drawing when made and kept practical, when pursued in such a way as to reach into the nature of the child, and when used as a real brace and prop to the whole structure. It remains for us, then, to give life to that faith by our works, leaving the future to bring out of them all that we hope for.

## Eleven Questions to Ask About a School

SUPT. J. E. WILLIAMSON, BOISE, IDAHO

- I. Are all the pupils busy? (a) At their seats studying? or (b) In the recitation giving attention?
- 2. Do they know, or are they able to do, what is expected of them?
- 3. Do they want to master the subject at hand, or are they anxious to be rid of it?
- 4. Are they earnest, self-reliant, cheerful, courteous?
- 5. Do they move to and from their seats in an orderly manner?
- 6. Do the bright pupils monopolize the time, or do the weaker ones receive a fair share?
- 7. Is the teacher's voice mild, agreeable and firm; or loud, harsh and uncertain?
- 8. Are the teacher's statements, questions and explanations accurate, definite, clear and logical, and adapted to the capacity of the pupils?
- 9. Is the teacher interested and enthusiastic, or mechanical and spiritless?
- 10. Is the teacher's writing on the board, and elsewhere, plain and easily read?
- II. Are scraps of paper on the floor? Is the air pure? Are the window curtains properly adjusted?

#### A Study of the Idylls of the King\*

H. A. DAVIDSON

#### I. PRELIMINARY

TENNYSON'S Idylls of the King are the ripened product of a long lifetime. The boy Alfred found his ideal, his heroknight, in the pages of Malory's Morte Darthur. Later, in the first flush of achievement, the young poet proposed to himself the composition of an allegorical epic in which Arthur and his knights should represent the soul, the sins of the flesh, etc., while virtues and vices more abstract were to appear in the guise of mythical figures ranged, for good or for ill, about the principal characters. This ambitious plan was soon given up and was never revived in the allegorical form so strongly attractive to the young poet. But fragments of his earlier purpose lingered in Tennyson's mind and inspired more than one poem or idyll. The story of the first publication of a group of idylls and of the successive changes and additions through which, in the end, the series as we have it took form is familiar, and need not be repeated here, but every one who reads or studies these poems should bear in mind the successive phases of poetic imagination and purpose through which they grew. It was a peculiarity of Tennyson's genius that a beautiful thought, or phrase, or fancy, once in the possession of his mind, was a treasure beyond price. conception which had moved him deeply could never be wholly given up; it lingered in his imagination after the plan of which it had formed an essential part was abandoned, and subtly modified and enriched later conceptions. The central thought of the poet in his final arrangement of Idylls of the King was infinitely richer and greater than his early conception, yet the figure of the "blameless king," moving among his knights . . . "as the conscience of a saint among his warring

senses," ... "the highest and most human, too," bears a haunting suggestion of the epic hero, and Merlin now and again fills a part which might well be borrowed from the earlier plan.

Indeed, it would seem that every phase and form of meaning ever harbored in Tennyson's mind may be traced in some part of these richly varied poems. poet cherished, in a long life, a conception which drew into itself the fullness, the strength, and beauty of his own soul, ripening slowly as years brought maturity, experience, and freedom. To this is due the manifold, inwrought beauty of the Idylls, richer and more subtly complex than any other English verse. If many theories of . interpretation have arisen it is because for each some correspondence may be traced here or there in the Idylls. Tennyson himself recognized that many minds would find satisfaction in the literal interpretation of the allegory and warned readers of the danger of error in this direction. To those who would have had him say, in age, whether his meaning lay in this interpretation or in that the poet's reply was that for each, the truth must lie in his own understanding of what he had read and in the fervor of spiritual perception kindled within him. As the mind of the poet traveled backward along the way it had come and rested with pleasure on each earlier phase of its growth, so he seemed to feel that in his writings might be found something corresponding to each.

"And truth is this to me and that to thee; And truth, or clothed, or naked, let it be."

It becomes apparent, then, that there can be no satisfactory analysis or interpretation of *Idylls of the King*. Appreciation of these wonderful poems is only to be gained in a manner comparable, in some degree, to

<sup>\*</sup> Copyright, 1906, by H. A. Davidson.

the slow growth through which they were created in the mind of the poet. Through long and intimate study of each part, through tracing each thread of meaning subtly interwoven, there grows slowly in the mind an intimate understanding of the poet's purpose which is a kind of second sight and reveals in the midst of rich detail the greatness of the design. The beauty and wealth of poetic suggestion hidden in the verse are seen as the expression and adornment of deeper meanings, each lying within the other, as spirit hides in an outward form.

The topic before us is the possibility of finding in poetry so subtly difficult and complex, so full of delicate aesthetic beauty, of noble truth and pure imagination, material suited to the crude and untrained minds of pupils in secondary schools. With competent guidance, graduate students in universities might well spend a year upon these idylls. The intermingling of idyllic and epic qualities; the slow evolution of dramatic sequence in the series, through the medium of separate idyllic narratives; the selection and adaptation of old legends and traditions: the elusive infusion of ethical meaning everywhere; the study of poetic qualities; of the limitations of idvllic form, of figurative language-these and many other topics offer rich reward for careful and extended study, but they suggest the preparation of the instructor and lie wholly outside of the proper field of work high school pupils. The teacher in the secondary school, alas! given three Idylls selected by a committee, and a time limit determined by rule of thumb to meet the necessities of an over-loaded program. What is she to do? Is it possible for her to lead the young students under her charge to any true understanding, however inadequate, of these beautiful poems?

On first consideration, the task seems difficult to the point of absurdity, but we should remember that for a generation

thousands of persons without special training, and but moderately gifted, have read and enjoyed Tennyson's Idylls. It is also true that the greatest poets and artists have always appealed directly to their fellowmen of the common sort. Let us seek, then, in Idylls of the King the basis of this appeal, and find thus, if we may, some suggestion for the guidance of the teacher. The complexity which renders the Idylls difficult furnishes also a wider range of selection for purposes of reading or study than other literature gives. In more than one of the Idylls, Tennyson follows so closely an old mediaeval tale that the reading of the poem merely as a modern version of the older story richly repays the student. The weeks devoted to this study will not be misspent if no more than this is done; every school library should contain editions of Malory's King Arthur, the best modern versions of the Arthurian romances, and a translation of the beautiful Welsh stories of the Mabinogion.\* these books the teacher has at hand the sources of Tennyson's Idylls. The stories of themselves have a perennial interest, and in them students will learn how, from some shadowy, early reality, the heroes of chivalry have acquired vitality and permanence as literary characters and have been used, over and again, to express the ideals of many generations.

Incidentally, the pupil comes to understand, also, the source and use of literary material, and is thus the better ready for direct study of this difficult topic when, in later years, he comes to it.

In one, at least, of the required Idylls, the allegorical passages approach in definite symbolism the form of the fable, and are well adapted for literal and methodical interpretation by pupils not yet prepared to follow Tennyson's more subtle suggestions of spiritual meaning.

But the reading of the Idylls merely as

<sup>\*</sup> A translation of the Mabinogion has recently been pub lished in very inexpensive form.

versions of the adventures related by Malory seems superficial, and unworthy of the noble character of the series in which they stand. Each Idyll contains a part of the larger story of the king, beginning with the coming of Arthur and ending only when he rode from Almesbury to that great "battle in the west" where he died. Surely it were a pity for students to read these poems and fail to find in them the ideal knight for the portrayal of whom all were written. But it is in passing from the separate story to the larger meaning running through successive Idylls that the teacher finds her task difficult. The deeper meaning of the story of Arthur's life, of his noble purpose thwarted through the sin of the queen, of the broken fellowship of knights gone to "follow wandering fires," is too scantily indicated in the Idylls chosen, for successful study, and the topic is, moreover, beyond the maturity of high school students. Nor is the narrative sequence in the Idylls a suitable means for bringing the unity of the series home to young students. There is, probably, no literature in which narrative structure, pure and simple, is more complex and difficult than in Idylls of the King. Students who have had careful training in æsthetics and in the theory of the drama are often unable to disentangle the mingling threads of plot. Each Idyll has its own form and structure, but the characters of the larger drama take their parts in its scenes, and incidents of slight import in the story often receive an undue emphasis because of the part they play in the development of the action running through the series. Moreover, as the series progresses, with the nicest artistic sense of proportion Tennyson calls attention, less and less, to the separate story, and mingles in increasing ratio characters and scenes purely of the main action. All this can be followed appreciatively only after considerable study of literary form, especially in fiction and the drama. The clue for the teacher to follow in showing

the relation of the separate Idylls to the series must be sought elsewhere. A suggestion for guidance here may be found in the earliest phase of Tennyson's conception. He was a boy himself when King Arthur won his allegiance, and the devotion rendered to his ideal knight in those early vears never died out of his heart. So, for the lad in school the teacher must bring back the hero-king. For this, two things are needful. First, the presence in the library of Malory's Morte Darthur, either in the original text, which is easily read if selected chapters are marked for pupils, or in the many versions rewritten for young people; secondly, the preliminary reading of The Coming of Arthur. This is the Idyll in which Tennyson introduces the king, and if his figure is to run through the Idylls studied, and serve as connecting link to give each a meaning wider than its own story bears, then students must first learn to recognize and believe in the king even as did his knights of old.

If possible, one lesson should be given to Arthur, as he appears in tradition, and in the old stories of the middle ages. The material is abundant and interesting. wall map even, may be called into service; the definite location in England of the places around which traditions of Arthur still linger will give a reality to the old Celtic stories not to be gained in any other way. If no more than the time of one recitation can be given to the Idyll, The Coming of Arthur, students should be asked to read it at home, aloud if possible; but no requirement of preparation on special topics should be made. The teacher should then devote the hour in the classroom to connected narrative of the content of the poem, reading as much of it as time will admit. This narrative should be mingled with explanations and comments upon special points, by means of which emphasis will be placed upon the parts of the narrative essential to the presentation of Arthur as a great king. Older students might be

asked to find for themselves in the story of the king's wooing the outline of the broader story of how Arthur "made a kingdom and reigned," but young readers must depend upon the guidance of the instructor. The description of Cameliard, overrun by heathen hordes, is a picture, in small, of Arthurs' own kingdom, Britain. This task was the bringing of safety and order into every part of his realm. For success in this purpose, he must be recognized as Uther's son and crowned as king. After this, he himself believed that his greatest aids would be a queen, one with him in purpose, and a fellowship of brave knights sworn to do his will. The story carries the king so far that Merlin had him crowned, and after, he wedded Leodogran's daughter and established the famous "Order of his Table Round." All is summarized in the glorious song, "Blow trumpet, for the world is white with May." The Idyll closes with proof of the strength of the crowned, wedded king, whose knights "were, for a space, of one will with himself."

If the young student has little notion of the meaning of the secret word, or of vows so straight that those who took them "were pale as at the passing of a ghost," he will readily conceive of the Round Table as a fellowship of knights bound by the most sacred vows to uphold the king. The Round Table itself, the number of knights belonging to the order, the vacant seat, should be emphasized. In succeeding Idylls each knight belongs to this fellowship, or seeks admission, and the honor and success of life is for him bound up in his worthiness as a member of Arthur's Table Round.

This, then, is the starting point for the study of the Idylls required in entrance examinations. The time taken for this preliminary work will usually be saved in the greater ease and rapidity with which the later Idylls will be studied. In each separate Idyll, the king forms so slight a part of the narrative that without the aid of the Table Round and the relation of each knight, through this fellowship of the king, Arthur's name and character will scarcely linger in the memory. But when in succeeding Idylls, knights as different as Gareth, Gowain, and Lancelot, each worship the king, and fear his disapproval, the strength of the fellowship as an order becomes a real thing to the student, and through it the shadowy king, always in the background, is nevertheless unforgetable; his character, by little and little revealed in the ideals of conduct required of his knights, is illumined and remains in the memory like the vision of some beautiful face seen in early years and then withdrawn.

To be continued by "The Study of Gareth and Lynette."

#### Then We Came Back Together

RUBIE T. WEYBURN

I fretted at my dole of care
I wearied of the day;
The hills enchanted rose, and fair,
And so — I ran away.

Alas! the Land where Fancy led, Alack! the Liberty; My tasks went hurrying on ahead And waited there for me!

#### Arbor Day Program

#### AMERICAN CIVIC ASSOCIATION

(This program can be varied to meet the needs of the community in which it is to be rendered.)

7 41.

Brief Address by teacher 10 minutes. (Origin and purpose of Arbor Day—Arbor Day Law—The tree, the shrub, the flower—in history, literature, poetry, art and daily life.)

Song. (Selected.) 5 minutes.

Noted Trees. 10 minutes.

Short stories from pupils about celebrated trees.

Song. (Selected.) 5 minutes. The Beauties of Trees and Nature.

10 minutes.

(Short quotations by pupils from celebrated authors and poets.)

Song. (Selected.) 5 minutes.
Our Own Beauty Spots. 15 minutes.
(Pupils to locate and describe beautiful local natural features that ought to be saved.)

The dedication of the Arbor Day Memorial.

5 minutes.

Song. (Selected.)

5 minutes.

'Appropriate Songs for Arbor Day.

- "Mountain Maids Invitation."
- " America."
- "Star Spangled Banner."
- "The Brave Old Oak."
- " The Christmas Tree."

(For kindergarten and first grades.)

- "The Alder by the River."
- "Pussy Willow."

"The Golden Robin," by W. O. Perkins, a collection of songs, contains several appropriate woodland and spring songs, as "Our New Song;" "Cold Winter Is Gone;" "Spring Song;" "The Old Mountain Tree;" "Away to the Hills;" and "April Song."

#### OCTAVO MUSIC-

"Verdant Fields,".....By C. Grobe.
"Presage of Spring,"..By A. Hollander.

"Plant a Tree,".....By Leslie.

"The Trees are all Budding,"......

By F. Kucken.

"Woods-Early Spring,". By Mendelssohn.

#### LIST OF NOTED TREES

The Elm Tree at Philadelphia under which William Penn made his famous treaty with nineteen tribes of barbarians.

The Charter Oak at Hartford which preserved the written guarantee of the liberties of the Colony of Connecticut.

The wide-spreading Oak tree of Flushing, Long Island, under which George Fox, the founder of the Society of Friends or Quakers, preached.

The lofty Cypress tree in the Dismal Swamp under which Washington reposed one night in his young manhood.

The huge French Apple tree near Ft. Wayne, Ind., where Little Turtle, the great Miami chief, gathered his warriors.

The Elm tree at Cambridge in the shade of which Washington first took command of the Continental army, on a hot summer's day.

The Tulip tree on King's Mountain battlefield in South Carolina on which ten bloodthirsty Tories were hanged at one time.

The tall Pine tree at Ft. Edward, N. Y., under which the beautiful Jane McCrea was slain.

The magnificent Black Walnut tree near Haverstraw on the Hudson at which General Wayne mustered his forces at midnight, preparatory to his gallant and successful attack on Stony Point.

The grand Magnolia tree near Charleston, S. C., under which General Lincoln held a council of war previous to surrendering the city.

The great Pecan tree at Villere's plantation, below New Orleans, under which a portion of the remains of General Packenham was buried,

The Pear trees planted, respectively, by Governor Endicott, of Massachusetts, and Governor Stuyvesant, of New York, more than two hundred years ago.

The Freedman's Oak, or Emancipation Oak, Hampton Institute, Hampton, Virginia, under which the slaves of this region first heard read President Lincoln's Emancipation Proclamation.

The Eliot Oak of Newton, Mass., under which the apostle, John Eliot, taught the Indians Christianity.

The old Liberty Elm of Boston planted and dedicated by a schoolmaster to the independence of the colonies, and the rallying point for patriots before, during and after the Revolutionary War.

The Burgoyne Elm at Albany, N. Y., planted the day Burgoyne was brought there a prisoner.

The Ash and Tulip trees planted at Mt. Vernon by Washington.

The Elm tree planted by General Grant on the Capitol Grounds at Washington.

Sequoia-Palo Alto, California.

The Cary Tree planted by Alice and Phœbe Cary in 1832, a large and beautiful Sycamore seen from the Hamilton turnpike, between College Hill and Mt. Pleasant, Hamilton County, Ohio.

LIST OF AUTHORS AND BOOKS ON TREES

The Bible.

Shakespeare ("As You Like It." "Mid-Summer's Night Dream." "Sonnets.")

William Cullen Bryant ("Among the Trees." "Planting of the Apple Tree.")

Henry W. Longfellow ("Hiawatha.") James Russell Lowell ("Vision of Sir Launfal." "Biglow Papers—Second Series." "The Oak." "To a Pine Tree." The Birch Tree." "Indian Summer Reverie." "Under the Willows.")

John Greenleaf Whittier ("Among the Hills.")

Ralph Waldo Emerson ("My Garden.")

Henry D. Thoreau ("Walden.")

Oliver Wendell Holmes.

James Whitcomb Riley.

William Cowper ("Yardly Oaks.")

George P. Morris ("Woodman, Spare That Tree.")

Wilson Flagg.

James Thomson ("Autumn." "The Seasons.")

Susan Fenimore ("Rural Cooper Hours.")

John Muir ("Our National Parks.") John Milton ("Paradise Lost." "L'Al-

legro." "Il Penseroso.") Alfred-Lord Tennyson.

Sir Walter Scott.

George Eliot.

John Dryden.

William Wordsworth.

Robert Burns.

Lord Byron.

John Ruskin.

Thomas Moore.

Robert Herrick.

Felicia Hemans ("Homes of New Eng-

land.")

Susan Coolidge ("The Birch Tree.")

Jones Very ("The Tree.")

Bjornsen ("The Tree.")

#### An April Song

CLINTON SCOLLARD

Over and under, A world of wonder, While melody gathers and mounts and thrills In buoyant rhyme to, And perfect time to, The steps of April across the hills!

Gone the aurora's Flashes, and Flora's Train now flushes the banks o' the rills; For each and all, love, Spring's ancient thrall, love -The steps of April across the hills! -Woman's Home Companion.

## Correlation of Mathematics With Biography, History and Literature

JOSEPH V. COLLINS, STEVENS POINT, WIS.

IN the recitations of mathematics, especially geometry, the mind is usually given up to an exercise of pure thought. As a relief during the progress of the recitation teachers often interject extraneous topics. It is better, of course, to give something that relates to the subject and which is calculated to stimulate the class to their best endeavors. Perhaps the finest material available for use for such object is the experience of men who figure prominently in the history of literature or science studies of the student.

If a boy who is not particularly interested in geometry but who is intensely interested in, say Washington, through his study of history, learns that Washington was once a student of the same branch, and its study early developed into a means of earning money to supply his mother's lack of funds, he may be led to take a greater interest in the subject. Or if another who has trouble with his geometrical demonstrations, but who is a great admirer of the poet Longfellow, learns that the latter found more difficulty in mastering the hard problems of mathematics than he did in any other of his studies, but never allowed himself to come to class without thorough preparation, he also may be stimulated to more faithful endeavor.

It is not easy always for the individual teacher to collect a stock of information available for such use, but some familiarity with this field of interest may easily become a valuable asset to the teacher. The following bits of the biography of eminent men will give some idea of what the field contains to those who may never have looked into it before. At the end of one hundred and fifty years Washington's work as a boy in school especially in mathematics, is doubly interesting to us, first on

account of what he became, and also on account of the kind of school work he did. He attended a school kept by a Mr. Williams and studied mathematics as far as to surveying; indeed, he remained two years longer in school in order that he might study the latter subject. Fortunately there remain to us some of his school note-books, which show, as President Woodrow Wilson says, that he studied to master his subjects. His note books, which were filled with rules, formulas, diagrams, and geometrical notes of surveys, all showed the marks of the "neatness and accuracy" which were characteristics of all his work both in school and in after life. Not only did these books contain what was expected of him in his special line of work, surveying, but they also included copies of all kinds of commercial paper and legal forms, which make plain that his interests were broader than that of mere numerical calculation.

. Perhaps the most interesting example of the part mathematics has played in the intellectual equipment of a great man is found in the case of the immortal Lincoln. As is well known Lincoln never obtained in school any training beyond that in the common branches—all told about a year's work. His study of geometry was undertaken after he had practised law for a considerable time, had acquired a reputation as a lawyer, and after he had served a term in the Congress of the United States. It must have been no small undertaking for a man of Lincoln's previous education, and at the same time prominence in his profession, to take up the regular formal study, by himself, not of one of the diluted geometrics in current use at the present time. but of the original Euclid with all its difficulties. Who will doubt that a study, such as geometry is, undertaken under such circumstances, and with such an aim, bore rich fruit in his after work; as, for instance, in the Lincoln-Douglas debates. In that briefest of all biographies which Mr. Lincoln wrote for Jesse Fell upon three pages of note paper, he sketched the period at which we have arrived in these words: "From 1849 to 1854, both inclusive, I have practised law more assidiously than ever before." It was at this period that he gave a notable proof of his unusual powers of mental discipline. His wider knowledge of men and things, acquired by contact with the great world, had shown him a certain lack in himself of the power of close and sustained reason-To remedy this defect, he applied himself, after his return from Congress to such works upon logic and mathematics as he fancied would be serviceable. Devoting himself with dogged energy to the task in hand, he soon learned by heart six books of the propositions of Euclid, and he retained through life an intimate knowledge of the principles they contain."

A newspaper paragraph often met with states that Mr. Lincoln in conversation recounted the circumstances under which he undertook the study of geometry. story begins: "A man who heard Mr. Lincoln speak in Norwich, Conn., some time before he was nominated, meeting him on the train next day inquired where he acquired his wonderful logical powers and acuteness in analysis. Lincoln replied: 'It was my terrible discouragement which did that for me. When I was a young man I went into an office to study law. I saw that a lawyer's business is largely to prove things. I said to myself, "Lincoln, when is a thing proved?" That was a poser. What constitutes proof? Not evidence: that was not the point. There may be evidence enough, but wherein consists the proof?" The rest of the story recounts how he learned to prove things by studying geometry.

This story, especially the last part,

seemed to bear the earmarks of being too "well-turned," and of having been embellished and enlarged by some professional paragrapher, and so the writer wrote to Secretary Hay and to Miss Tarbell, enclosing the clipping, and received the following replies:

Greenwood,
Thomasville, Ga., Feb. 1, 1904.
Dear Sir:

The passage you quote from me I had from Mr. Lincoln himself. The newspaper story you inclose is the same thing, amplified and padded by imaginary quotations. These conversations with himself are not in the least characteristic of Lincoln.

Yours very truly,

JOHN HAY.

141. E. 25TH St., New York, Jan. 14, 1901.

DEAR SIR:

Replying to your inquiry concerning Mr. Lincoln's study of geometry, I believe it is true that he did study the subject after he began to study law, I think indeed that it was after he left Congress in 1849. He did this, I am convinced, not so much for the sake of the law, as the story would show, but because he felt deeply at that period the need of a better education. It was not only geometry, but history, literature, and German that he applied himself to in his leisure hours. He kept up this study outside of his profession until he threw himself into the anti-slavery struggle. After that began, I doubt if he did much extra study.

Yours very truly,
IDA M. TARBELL

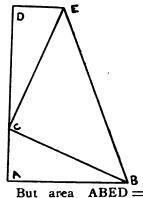
The part the study of mathematics played in the life of Napoleon is rather striking. Curiously enough, Washington, Lincoln and Napoleon each studied mathematics with his own practical end in view; the first to make himself a surveyor; the second, a reasoner; and the third with the very definite idea of making himself a great general. Napoleon's particular aptitudes, says Professor Sloan in his Life of Napoleon (Century Magazine for Nov., '94, p. 25), were mathematics and history and geography. M. de Keralio reported him as "Always having been distinguished for his application to mathematics." In August, 1783, in his fifteenth year, he shared the first prize in mathematics. At the artillery school he was thoroughly trained in mathematics and geography. cannot be fortified," writes Professor Sloan, p. 30, "nor camps entrenched, nor any of the manifold duties of the general in the field be performed without the science of quantity and number." Spelling, grammar, rhetoric, philosophy, were of no particular concern to him; mathematics having a practical bearing on the art of war were matters of special interest.

What is true of Napoleon as regards his interest in mathematics is equally true of our own General Grant. "Grant," recalls a schoolmate of his, "was strong in mathematics. I studied algebra with him, and I remember that he would never let Carr White or me show him the way to do the problems, but always wanted to work them out himself." "He had a way," says another, " of solving problems out of rule by the application of good hard sense." When Grant was at West Point, he wrote home on one occasion, "We are having tremendous long and hard lessons in French and algebra." He was recognized at West Point as a good mathematician, and in the examination was surprised to find he had obtained a very good place in the class in mathematics and kindred subjects. Toward the end of his course he formed the idea that he should like, when he got through, a detail as an assistant in mathematics at West Point. Then he hoped later to get an appointment as professor of mathematics in some college, which would become his life work. As is well known

our country got a very considerable uplift in mathematics through the bringing into West Point of some able French mathematicians, and later selecting young West Point graduates for its college chairs. Doubtless Grant knew of this and so was led to form the plan referred to. Grant stood 15th in mathematics in a class of 60 in algebra, geometry, trigonometry, and analytics, and 10th in a class of 53 in the advanced mathematics.

The lives of others of our presidents besides those of Washington, Lincoln, and Grant contain interesting items concerning their work in mathematics. Thus, "in mathematics Jefferson was at his best, and he could read off the most abstruse processes with the facility of common discourse. This study he kept up as long as he lived, and he delighted in applying its principles to anything and everything."

The story of how President Garfield when a boy in college worked out an original demonstration of the Pythagorean theorem has become well known. It ought to be an interesting exercise to a class. Assuming that the demonstration is not generally known, we take the liberty of giving it here.



Let ABC be a right triangle. On the hypothenuse CB describe the half square BCE, and from E draw DE perp. to AC produced.

Area ABED =  $AD \times \% (DE + AB)$ =  $\% (AC + AB)^2$ 

But area ABED = area ABC + area DCE + area ECB

=  $\frac{1}{2} \overline{BC}^2 + (AC \times AB)$ Therefore  $(AC + AB^2 = BC + 2AC \times AB)$ whence  $\overline{AC}^2 + \overline{AB}^2 = BC^2$ O. E. D.—School Science and Mathematics.

#### The Elective System in High Schools

SUPT. R. F. KNIGHT, WICHITA, KANSAS

A HIGH school course should be comprehensive enough to give the student a perspective in the field of learning. All knowledge is related, but the relations seen depend upon the point of view. The course should test the student's power as well as discover his taste. Quantity as well as quality must measure his work. Without a degree of continuity there is neither logic nor training. In the performance of the task lies the value of the choice. The mind is a unit, but has manifold activities. Studies differ in the degrees in which they develop these activities. These general considerations form the basis of the following opinions:

In order that the student shall have an intelligent outlook upon the several branches of knowledge, the course of study should include typical studies in each. By common classification there are four general divisions of knowledge—Language, History, Mathematics, and Science. Throughout the course the student should pursue a study in each. No electives should be offered as to the general divisions, but only as to the studies in each. Within the divisions election should be free, subject only to logical order. With such an ar-

rangement choice becomes rational, being founded upon the student's knowledge, power, and predilections. Thus the demands of citizenship and social order, the humanities and the callings, are alike conserved. I would not question the genius of choice. The history of the intellect is overwhelming evidence. The world's economy requires obedience to aptitudes. Native differences express themselves early, and youth is the period of ideals.

But the elective principle, as too often applied, is but a makeshift for the weak—the number of failures possible to choice—the studies that may be dropped rather than finished. Instead, the privilege of election should be for the faithful. Industry is the first proof of talents. Power, method, training, are the comprehensive products of all true work. They are universal in their applicaton, and the artist needs them no less than the common worker.

At each step in the educational progress there is an increasing demand upon the schools. Knowledge widens and the interests of life are multiplied. Learning and livelihood come into more practical relations. To meet these conditions, courses of study are extended, equipments enlarged, and electives become a necessity—only, let equal emphasis be placed upon the doing and the selection of the work.

#### The Land of Regret

There is a city whose gates are wide,
Its pavements pure and clean,
Where shadow forms flit side by side
On the road called "Might Have Been."
But folks walk there with their heads bowed low,
And heavy eyelids wet,
For ev'ry corner is haunted so
In this, "The Land of Regret."

They meet the ghosts of those other years
In dreams of memory sweet.
And wet with passionate, frenzied tears
The graves which lie at their feet;
But never, long as their lives shall last,
Can they again forget
Who once have walked with ghosts of the Past
In this, "The Land of Regret."

They feel the touch of a hand grown still,
Its fingers softly press,
The tender passion of kisses thrill
Their own in a fond caress.
Ah me! — but pity the folks who stray
Where long the sun hath set,
And walk with the ghosts who're are laid away
In this, "The Land of Regret."

#### Manual Training in High Schools

J. W. KUYKENDALL, SUPERINTENDENT OF SCHOOLS, FORT SMITH, ARK.

THAT the idea of giving manual training to every child is not new is evidenced by the following from Froebel's "Education of Man," published in 1826:

"Every child, boy, and youth, whatever his condition and position in life, should devote daily at least one or two hours to some serious activity in the production of some definite external piece of work. Lessons through and by work, through and from life, are by far the most impressive and intelligible, and most continuously and intensely progressive, both in themselves and in their effect on the learner."

There is an almost universal recognition of the educational value of hand-work, manual training in its broadest sense. From the clay modeling and paper folding of the kindergarten through the laboratory work of the college, manual training enters, in one form or another, into the work of every year of the school life. There is no better manual training than the penmanship and drawing found in all schools; the map making of our geography and history work is manual training; the object work in primary numbers, the measurements of arithmetic, and the study of geometric forms call into play faculties akin to those developed at the work bench. forms manual training has a fixed place in the lower grades of every school of efficiency. Beyond this more general work we find no manual training in universal use. The overcrowded condition of the elementary school program seems to be a barrier to the widespread introduction of tool-work below the high school.

Beginning with the Russian exhibit at Philadelphia in 1876, manual training in its technical sense has been steadily making its way in this country, until within the last decade manual training schools and manual training departments in high schools have become well recognized features of the

school work of almost every city in the United States.

"Sacred to the memory of tools" might be appropriately inscribed over the entrances to these schools for manual education; for their highest textbooks are tools, and how to use them most intelligently is the test of scholarship. To realize the potency of tools it is only necessary to contrast the two states of man-the one without tools, the other with tools. See him in the first state, naked, shivering with cold, now hiding away from the beasts in caves, and now. famished and despairing, gaunt and hollow-eyed, creeping stealthily like a panther upon his prey. Then see him in the poetic, graphic apostrophe of Carlyle. 'Man,' he says, 'is a tool-using animal. He can use tools, can devise tools; with these the granite mountains melt into light dust before him; he kneads iron as if it were soft paste; seas are his smooth highway, winds and fire his unwearing steeds. Nowhere do we find him without tools; without tools he is nothing, with tools he is all."—Charles H. Ham.

Professor Woodward, "the father of manual training in this country," says the term manual training "signifies the systematic study of the theory and use of common tools, the nature of common materials, elementary and typical processes of construction, and the execution and reading of working drawings. . . . The systematic study of tools, processes and materials is the essential feature of manual training." It is the study of tools and materials, as well as of processes of construction, that differentiates manual training from the Swedish system of sloyd, as the latter is commonly understood. However, with characteristic disregard for established customs and traditions, the American schools have adopted neither the Russian nor Swedish system as a whole, but rather have

adapted and Americanized both, using the bench and tools of the Russian and in the form of work and completed article following many of the Swedish models. Quite a controversy seems to have grown up as to whether the pupil shall be permitted to make a complete and useful article or be required to confine his work to a series of exercises. It is contended on the one hand that, with properly selected articles involving specific features, more interest may be aroused by permitting the child to finish some useful piece of work. On the other hand, it is claimed that, in making the completed article, accuracy is sacrificed to appearance and that work is accepted that should be rejected. But in the "American System" it would seem that the good of both ideas is coming to be utilized and their differences are being reconciled. Since the object of the instruction at the workbench is neither to teach the child to make a perfect dove-tailed joint nor to make of him a skilful cabinetmaker, both ideas may well be utilized. The interest may be sustained by the making of simple things and accuracy may be secured by continued practice upon a part of the process before its incorporation into the finished article. Just as in penmanship we are not content to teach the single letters only, but combine them into words and sentences, and in arithmetic we do not stop with teaching the several processes but aim at securing their perfect mastery in their combinations; so in manual training, while each exercise is to be taught for accuracy of workmanship, their combination into useful and interesting finished products need not be discouraged.

A Russian, in defending their system, has given a valuble epitome of its essential features. He says: "Manual training must—

- "(1) Be taught in a thoroughly systematic manner;
- "(2) Awaken the interest of the children for physical exercise;

- "(3) Give certain practical results;
- "(4) Develop some amount of dexterity of the hands;
- "(5) Accustom the children to order, punctuality, and cleanliness;
- "(6) Correspond to the physical and intellectual powers of children;
  - "(7) Develop the aesthetic feeling;
- "(8) Serve as recreation for children when they are tired by the intellectual work."

It is clear that anything that will accomplish these results is entitled to a permanent place in the curriculum of every public school that aims at general culture. Such work is an integral part of general education and is in no sense of a specific professional character. Superintendent Foos of Reading, Pa., in a recent number of the School Board Journal, well says: keynote of manual training as now taught is culture—mental discipline. Its aim is not to turn out mechanics or specialists in any vocation, nor to produce a finished piece of work, but to instill mechanical principles for mental development only. aim is to bring out all the faculties, to encourage the creative rather than the imitative, to lead to orderly thinking and logical doing, to express thought in a concrete form, to educate the whole man."

It is highly important that the relation of manual training to the other courses of the high school be properly understood. If it can be placed upon the same footing as physics or chemistry, with which, because of the laboratory nature of the work, it may be said to be closely related, a strong impetus will be given to its growth. This recognition in the high school as coordinate with other well established subjects will do much to remove any false impressions that exist as to its nature and purposes. first impression of the public upon the establishment of a manual training department is that it partakes of the nature of the old system of apprenticeship, and that its one object is to prepare boys for the mechanical pursuits. This is resented by those who regard all kinds of manual labor as degrading and who look upon an education as opening the way to wealth without work. When the reaction comes from this feeling, when the manual training work itself has taught that skill of whatever kind is elevating, that "the only disgrace attaching to honest labor is the disgrace of doing it badly," there comes a swing of the pendulum to the other extreme, and the demand is made that the manual training course be enlarged to include the teaching of trades,—that it be made a veritable trade-school.

In this utter lack of definiteness as to the proper scope of manual training and in this entire misunderstanding of its aim and purpose as a part of the scheme of general education lies the greatest menace to its continued success. Permit me to quote with emphasis from Miss Ella V. Dobbs, Supervisor of Manual Training, Helena, Mont., (National Educational Association, 1904.)

"Not only are many people not awake to the fact that manual training exists as a definite part of school work, but a vastly greater number have a very meager conception of its real meaning or value. One feature or another is emphasized in differ-

ent minds, and it is variously regarded as a recreation hour; a sort of fancy work; a chance to learn something practical which may mean dollars and cents by and by; a time to make anything great or small suggested by the mamma at home or the teacher at school; something to be done or left undone at the whim of the pupil or parent; one of the many extravagant experiments in which teachers love to indulge at the expense of the taxpayer. By an ever increasing minority it is given its true place as an essential element in education. the solution of this problem the normal school is a potent factor, and we should not consider our days of missionary work ended until every normal school shall not only require a course in manual training, but shall regard it as of the same importance as arithmetic or language. If I have described the situation correctly, and our weak points are lack of definite purpose in our methods and close correlation with other elements in education, then our great effort should be to evolve a system which shall begin somewhere and end somewhere, and stand for something when completed; which shall have some vital connection with the rest of school work and with life outside of school."

#### Spring

A little bit of blowing,
A little bit of snow,
A little bit of growing,
And crocuses will show.

On every twig that's lonely a new green leaf will spring; On every patient tree-top a thrush will stop and sing.

A little bit of sleeting,
A little bit of rain,
The blue, blue sky for greeting,
A snowdrop come again.

And every frozen hillside its gift of grass will bring, And every day of winter another day of spring.

-Carolyn S. Bailey, in St. Nicholas.

VI. The Queen's disappointment.

The secret revealed. (566-592.)
 Ill news and good. (593-602.)

3. The angry Queen. (602-610.)

#### Outlines of English Masterpieces

#### The Idylls of the King

ELMER JAMES BAILEY, ITHACA, N. Y.

LANCELOT AND ELAINE I. Introduction: Elaine and the shield. VII. Gawain's quest. 1. Gawain at Astolat. I. Her watch care. (1-12.) 2. Her fancies. (13-27.) (1.) The end of the quest. 3. The consignment. (28-33.) (a.) Elaine and the news. (611-621.) II. The establishment of the Diamond Jousts. (b.) The Lord of Astolat and the news. (622-633.) I. The struggle of the two brothers. (34-46.) (2.) Gawain and Elaine. The finding of the crown. (47-55.) (a.) His attentions. -(633-650.)
(b.) The secret of the shield. 3. The jousts and the prizes. (56-72.) III. The Queen and Lancelot. (650-663.) I. Their excuses for absence from the last (c.) Gawain's renunciation. (664joust. (73-95.) 684.) 2. Their quarrel. (d.) The entrusted diamond. (1.) Gossip and renown. (96-116.)
(2.) The Queen's faithlessness to the 691.) (e.) Gawain's farewell. (691-700.) King. 116-139.)
(3.) Her plan for Lancelot's appearance. 2. Gawain at court. (1.) Gawain's story of his quest. (701-(140-157.) 713.) IV. Lancelot at Astolat. (2.) Gawain's story and its effect. I. His arrival and welcome. (714-739.) (1.) His wanderings. (158-170.) (2.) The family at Astolat. (171-179.) (3.) Lancelot's two requests. (179-193.) VIII. Elaine's quest. 1. Elaine's desire. (740-772.) 2. Her task of service. (3.) Lancelot's two requests. (2/9 293.)

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(1.) Hospitality and conversation. (260-(b.) Lancelot's discourtesy. (063-981.) IX. Elaine's Journey to court. (2.) The King's wars. (280-315.)(3.) Elaine's idealization of Lancelot. 1. The unhappy maiden. (982-1019.) 2. A dream and its fulfillment. (1.) Elaine's dream and desire. (1020-(316-337.) 4. The morning departure.
(1.) The knight and the maiden. (338-(2.) Anger and gentleness. (1055-1093.)(3.) The letter and the promise. (1094-(2.) Elaine's request. (355-375.) (3.) The entrusted shield. (376-38.) (4.) The leave-taking. (383-396.) 1122.) (376-382.) (4.) Elaine's departure. (a.) Her death. (1123-1129.)
(b.) The journey. (1130-1154.)
X. The court of the King. V. The Joust at Camelot. The companion knights.

 The hermitage. (397-410.)
 Lancelot and Lavaine. (411-425.)

 The King. (426-450.) The jealous Queen.
 The presentation of the diamonds. (1155-1196.) (2.) The angry woman. (1197-1229.)
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(b.) Lancelot's early days and later

renown. (1391-1409.) (c.) The infamous bond.

#### **Editorials**

No simplified spelling for us. Nay, neigh!

TEACHING pupils how to study,—that is the chief duty of every teacher.

Poor Watervliet, N. Y., has not backbone enough to grant its grade teachers a fifty-dollar increase in salary.

THE death of Albert P. Marble, associate superintendent of public schools, New York City, March 25, has caused profound regret in educational circles. He had been engaged in educational work for the past forty years and had a most successful and distinguished career.

EVERY year witnesses greater industrial development in the Southern States, a fact that calls for the strengthening and broadening of technical and industrial education. The cry of the South is for brain and muscle of every sort. May the schools awake to the opportunity.

AGRICULTURE should have a more important place in the rural school curriculum, and that means special preparation on the part of training classes. It rests with the rural teacher to inspire the country boys and girls with the idea that farming is still an honorable calling, and that it must go hand in hand with scientific research.

WRITE to the publisher concerning business matters relating to other magazines to which you have subscribed in combination with AMERICAN EDUCATION. Do not write to us, for after we have ordered the other magazines for you, and you have begun to receive copies of them, you are then a bona fide subscriber to those magazines, and all letters regarding non-delivery of

further copies, changes of address, and discontinuance notices should be addressed direct to the home office of the publication.

#### TO OUR SUBSCRIBERS

THE editor of a North Dakota paper says: "It is reported that one of the fastidious newly married ladies of this town kneads bread with her gloves on. This incident may be somewhat peculiar, but there are others. The editor of this paper needs bread with his shoes on; he needs bread with his shirt on; he needs bread with his pants on; and unless some of the delinquent subscribers of this paper shall pony up before long, he will need bread without a — thing on, and North Dakota is no Garden of Eden in the winter time." He said it first, but the sentiment is good enough for us. When you have had your laugh, please remit.

## AN EDUCATIONAL COMMISSION TO CHINA

PRESIDENT EDMUND J. JAMES of the University of Illinois has recently laid before President Roosevelt a memorandum showing the importance of sending an educational commission to China to extend on behalf our educational institutions a formal invitation through the Emperor and governors of the provinces to the Chinese students who desire to study abroad to avail themselves of the facilities of such institutions.

On account of our laws excluding the Chinese laborer and the harsh treatment to which many Chinese gentlemen have been subjected through the indiscriminate enforcement of these laws, we have lost much of our influence with the educated classes of China. At the present time hundreds of Chinese students are being educated in Europe, while very few are found

in the higher institutions of this country. If no change occurs in the present attitude of the Chinese toward us, Europe will obtain an advantage in trade and in moral and intellectual influence in China that we can never overcome. An educational commission could do much to break down the prejudices in the minds of the better class of the Chinese and no doubt would be the means of influencing many students to come to this country. All signs point to a great awakening in China. It will not come without a struggle, but it is bound to come. We can help on the revolution and do much to make it a peaceful one if we cultivate the friendship of the Chinese and show them that we wish to deal justly with them in all matters: Let the commission be appointed.

#### DOES IT PAY TO STUDY NATURE

In these days of commercialism we are wont to ask concerning every scheme, method, organization, institution, business, play or study that is presented: Does it pay? And we are very apt to decide whether it is profitable or not by the number of dollars it turns into the pcokets of its promoters. This standard does very well for purely commercial enterprises, but the best things of life cannot be measured by money nor will money buy them. The joy, the sympathy, the hope, the faith, the love, the ideals of life are not to be valued in terms of gold or silver and are found as often in the humble cottage as in the palace of the millionaire.

This being true, in asking ourselves the question does it pay to study nature we may have two points of view. We may mean, will the study of nature help us to gain more wealth or we may mean, will the study of nature reward us in spiritual gifts? Viewed from either standpoint the question is well worth consideration.

Answering the question from the purely commercial standpoint we can say most

emphatically it does pay to study nature. The study of nature has enabled us to improve the varieties of cultivated plants so that larger crops and choicer grains, fruits and vegetables may be produced; the study of nature has enabled us to improve our breeds of domesticated animals so that in this respect we are much richer than were our forefathers. hens lay more eggs, our cows give more milk, our sheep grow more wool and our horses trot faster than did those of our ancestors. The study of nature has also enabled us to protect to a large degree our animals and plants and even ourselves from the effects of parasites and contagious diseases. The study of nature has enabled us to extract the valuable metals and oils from the earth, thereby greatly increasing our national wealth and adding much to the comfort of living. The study of nature has given us all our great inventions, has made it possible for mariners to find their way over the trackless ocean and to send mysterious messages to their friends on land. The intensive study of nature has produced all these and many more marvelous results without which we could not have the civilization of the present day.

Besides these commercial values the intensive or scientific study of nature has revealed to us a new universe. By carefully observing the plants and animals, the fossils and layers of rocks we have learned that we are not living in a finished world, but rather in a developing world; that there is a general progress from the simple to the complex, from the homogeneous to the hetrogeneous. We have also learned that the forces and phenomena of nature, whether the wind, the sunshine, the thunderstorm, the vocanic eruption or the earthquake are not special dispensations of God's providence, but rather the working out of definite laws through which God rules the universe.

These two ideas—the evolution of the world and the universality of law—have

done more for the progress of thought than any other discoveries of the past century.

Apart from the practical and scientific study of nature there is a new nature study that has been developed and encouraged by educators during the past twenty years. The advocates of this form of study are not seeking practical commercial results nor increased scientific knowledge. They are seeking rather to develop the sympathetic and appreciative faculties of the mind, to increase the capacity for enjoyment in people of all classes. To study nature from this point of view one must come in immediate contact with the things studied; he must watch living things at work and endeavor to discover the secrets of their life: he must listen to the songs of the birds, become acquainted with them and cultivate their friendship; he must rear insects and watch their development and endeavor to see life as they live it; he must plant a garden, tend the growing plants and bring them to maturity. By thus forming relationships with the living things which are at hand he will come to appreciate all nature, his sympathies for living things will be awakened and his capacity for enjoyment greatly increased.

Those who have given most time and attention to the study of nature in this way no longer regard the animals and plants of one species as like things of a class, but rather each living thing as an individual, a being with a distinctive life of its own. Mr. Thompson Seton and Mr. William J. Long, two of the most famous animal observers, have shown us the beauty and value of observing living things from this point of view. Mr. Long tells us that the animal is not more the creature of instinct than man, but that each individual lives a life peculiarly his own. If this be true, there is no end to the interesting observations that may be made even when the opportunity for observation is limited.

Nature study of a more or less intelligent kind has been carried on for some time in the better class schools and the value of the study in developing the moral nature of the child and increasing his appreciation of nature is clearly evident. The children of our schools before nature study was introduced were too often cruel and destructive to the living things with which they came in contact. Now they are forming friendships with the birds, are learning the wild flowers and are raising house plants or planting gardens of their own. The cruel boy is no longer popular and his cruelties are prevented whenever possible.

While the moral sense is thus being quickened the child is developing a keen interest in outdoor life and the things which he daily sees about him. He wants to know how the squirrels live in winter, how the fish breathe, how the birds build their nests, how the caterpillars change into butterflies, why the insects visit the flowers hundred other half-mysterious If rightly guided he will become things. a close observer and will discover for himself many of the facts he is curious to know. His eves will become sharp to detect differences in form and color, his ears acute to distinguish varieties of sound and his mind eager to receive new ideas. He will love the rambles through the open fields and forests, for he will find friends wherever he goes. He will be awake to every beauty in cloud or landscape, alert to discover rare plants or insects or to learn new facts concerning familiar species.

The interest in nature thus developed will become a lasting joy. It matters not whether this nature study be carried on in childhood by regular instruction in school or be taken up by those who later in life have seen the genial smile of nature and the hand outstretched to welcome them, the principle is the same. Life takes on new significance as we learn its varied forms. Nature is a veritable wonder book, many of the pages of which are still unopened. There is something new each time we look and we shall never find the end.

#### The Educational Field

#### THE LOUISVILLE CONVENTION

REPORT OF SUPT. M. G. BENEDICT, UTICA, N. Y.

The address of welcome was given by State Superintendent of Schools Fuqua. He welcomed the delegates in the name of the State of Kentucky and in the interests of the seven hundred and fifty thousand school children of the State. Bishop Woodcock, who on behalf of the schools, joined Supt. Fuqua in receiving, characterized the teacher as one who does not receive much, but contributes a great deal to human welfare and therefore is entitled to a place in the front rank of our benefactors.

rank of our benefactors.

The first subject upon the programme was "The Moral and Religious Education in Public Schools and the Effects of That Education Upon the Civic Life of the Community." Dr. William O. Thompson, president of the Ohio State University, electrified his audience with a masterly paper, in which he pointed out the many means open to public school teachers to mold characters which will stand for civic righteousness. He declared that the public school was one of the great moral forces of America and he proved his assertion by numerous incidents.

The kind of education best suited for boys and the kind best suited for girls were discussed by Reuben Post Halleck and Miss Anna T. Hamilton, respectively. The keynotes of these two addresses were character and power; it is not so much what one knows as what one is; not so much the wide extent of knowledge that a boy gains as it is possession of the power to take the initiative and the ability to do something well.

These two speakers dwelt upon the development of education for the different sexes, showed where the training should be in union and where it should be differentiated. Dr. Halleck deplored the fact that the low scale of wages all through the United States excluded to a great extent first-rate men as teachers. The money paid for a first-rate man is a good investment. We hear it argued that a first-class woman is better than a third-class man. The only answer is that it is best to have first-class men as well as first-class women. The manual training and the culture studies were contrasted and the union of the two advocated. One teacher claimed that the culture studies should be taught from 9:30 to 12, gymnastics and manual training from 1:30 to 3:30. To the "three R" essentials should be added the fourth R, also an essential, namely, reasoning. Both boys and girls should be taught to think correctly.

Wednesday was the great day of the convention. The speakers were Dr. Schaeffer, State Superintendent of Pennsylvania and president of the National Educational Association; Dr. Brumbaugh, professor of pedagogy at the University of Pennsylvania; Supt. Kendall of Indianapolis, Supt. Jordan of Minneapolis and others. The theme was "Increasing the Efficiency of the Grammar Schools." The importance of the grammar school in the scheme of education was strongly emphasized. It was shown that these

schools come within the compulsory school age and were the finishing schools of the many. It was declared that any weakness here would prove most injurious in the intellectual and moral life of the young, that the efficiency of these schools would depend in a large measure upon the teachers, that the teachers should be large minded, sympathetic and fully equipped with a broad education and a substantial training. The great call was for the improvement of the teaching force, for the work of the grammar schools was not only to inform the mind, but to form the mind, a process which lies wholly without the course of study and wholly within the province of teachers.

The most inspiring spectacle of the convention was witnessed Wednesday evening, when the audience went all but wild under the influence of the touching melody of "My Old Kentucky Home" and the stirring strains of "Dixie." These choruses were sung by a bevy of Louisville high school girls. When the young ladies filed off the platform nearly 2,000 voices called to them, "Come back, come back and help us sing 'America." They did so most effectively.

"Come back, come back and help us sing 'America.'" They did so most effectively.

Two of the most interesting addresses of the convention followed. One on "The Incorrigible Child," by Miss Julia Richmond, who is one of the best known educators in the United States, and the other on "The School Court," by Judge Ben B. Lindsey of Denver, Col.

It is an absolute impossibility to give an adequate abstract of these addresses in the time that I can safely take. Each speaker is doing a useful and wonderful work. Miss Richmond in New York and Judge Lindsey, as you well know, is president of the Juvenile Court of Denver. Judge Lindesy's plan is one of co-operation. That is, of getting the boys to co-operate with him. "The school court," he says, "is trying to make good citizens; it is building up our schools, so the teachers assert. At the end of five years the school court scheme is working well, 95 per cent of the children who have appeared in the court never returned. It has lessened the sending of children to schools of reform, it has enabled us to correct children without charging them with crime. The law of Colorado compels a man to be responsible to the courts for misleading a boy. If a man sends aboy into a saloon, we haul him up and punish him instead of the boy. Such men, anyhow, are traitors to childhood's sacred cause."

The great need of schools, as expressed by speaker after speaker, is an improved corps of instructors. How to get good teachers, how to keep them, how to improve them in their work were the keynotes of every paper. Again and again was it declared, sometimes in one form and sometimes in another, that no system of schools would be better than its classroom teachers and that the hope of the young and the improvement of our schools depend upon the wisdom of our boards of control in securing manly men and womanly women, men and women of good scholarship, broad sympathy and tactful skill, to take control in the classroom, to impart knowl-

edge, to lead the young and to assist them in establishing the right kind of characters.

The convention stood for the best equipment that could be obtained, to the end that the results might be the best. The president voiced the sentiments of all in his opening remarks when he said: "We believe in the best things in school administration, good buildings, good courses of study, good school boards, good supervision and the freedom of the schools from politics and factional dominations. We also believe in good teachers and good pay for good teachers, but no pay at all for the poor ones. Our faces are turned towards the future, not the past. We believe that the public schools of the present are the best in the world's history, but with the aid of the people and the help of Almighty God we hope to make them better, yes, much better in the future."

#### GREATER NEW YORK

No greater contrast is offered in New York City, than is observed in one of the most beautiful school houses of the metropolis and its setting. In a congested eastside neighborhood occupied almost entirely by Italians who dwell in shab-by old frame houses and grimy brick tene-ments, Public School No. 106 rears its five stories high above Mott and Elizabeth streets. The building was completed last September at a cost of \$500,000 and the only thing that seems to link it with the district is the style of architecture, Italian Renaissance. It seems almost like carrying art to the market place, yet who can say that even the eastside denizen has not an eye for the beautiful and that by such means he may be lifted out of his present condition. The building is thoroughly modern in all its appointments, some of the features being a large courtyard, used for an open air playground, and a large assembly hall, containing 886 seats, directly below, lighted by vault lights in the concrete surface. The courtyard also affords a place for evening concerts in summer which are well attended. There is an inside playground for rainy weather, provided with all kinds of physical apparatus. Beneath this gymnasium are 38 separate bathrooms with showers, 19 of which are for boys and the other 19 for girls. There are 47 recitation rooms and on the top floor is a recreation room for teachers.

The eastside has not only one of the most beautiful school houses in the city but has also the largest. This is No. 62 standing on Hester street. It is six stories high and accommodates 4,500 children. Besides 87 regular classrooms, there are others devoted to domestic science, manual training, gymnasium, baths, and an auditorium seating 1,600 persons. This building cost the city

\$650,000.

The most serious factor with which the board of education has to contend is the matter of school accommodations for all who apply or are compelled to attend by the compulsory education law. In this connection the admonition, "Seek and ye shall find," is a very blind rule to follow. The increase in school facilities has by no means kept pace with the annual increase in the school population, so that thousands of children are

attending school on part time. These conditions have led the school authorities to erect temporary buildings in the most congested localities. These are generally one or two stories high and serve their purpose very well, until better arrangements can be made. To illustrate how every available space is made use of for school purposes, six temporary buildings have been erected recently in the twenty-five foot right of way under the new Williamsburg bridge. If the compulsory law were strictly enforced it is doubtful whether seats could be found for all the children in the city. However, the eastside is not the only district, where school seats are at a premium. Over in Brooklyn, at School No. 84, the demand for sittings has been so great that many children begged soap boxes from the grocers in the neighborhood and have been using them for seats and in some cases for desks.

In spite of this desire on the part of so many to attend school there are many more who are selfishly kept at home by their parents, are vio-lators of the child labor law or are flagrant tru-ants. Poverty is sometimes the cause of non-attendance but not often the only one. Therefore the board of education and its officers are harassed not only by those who almost demand better school facilities, but by a greater number who care nothing for the advantages offered by the public school. The truant officers may perform their duties ever so well, yet the police magistrates often refuse to convict parents who are arrested for keeping their children away from school. It has been shown recently by representatives of several of the city teacher's associations who have been making investigations along this line, that in 1904-5 less than one-seventh of the parents arrested had been convicted, although the attendance officers had been more active than in previous years. Such results are quite likely to encourage parents to keep their children at home or at work. If the magistrates would support the attendance officers instead of dismissing the cases there would soon be less truancy, for the first conviction would mean a maximum fine of five dollars and each subsequent offense a maximum fine of fifty dollars or imprisonment for thirty days. Supt. Maxwell declares that while truant officers will always be needed to take care of truants reported from the schools, the employment of the child labor and non-attendance laws is properly a police function and should be turned over to that department. He recommends a law fashioned after those which have proved successful in Berlin and Paris, where the registration of every child of school age is required in the station houses.

Where poverty is the cause of non-attendance, it is a mooted question among educators whether the children should be made the objects of charity. The proposition of free breakfasts brought out a great many arguments pro and con, and good and bad in both instances. Although public opinion was opposed to this idea, there is not the same antipathy toward the plans of various organized charities which endeavor to supply poor children with sufficient wearing apparel so that they may attend school. Although this work has been carried on in many forms, the work of District Supt. Cornelius E. Franklin, in this direction, call for special mention here. Mr. Franklin

found that there was no general organization for charitable purposes in the Borough of Queens, and through his efforts, with the assistance of a number of the teachers of his district, there was organized last fall, the Public School Benevolent Association of Districts 41 and 42. An appeal was made to the people of the district for money and clothes. Through committees quiet investigations were made and clothes and shoes were supplied to poor children so that they might attend school regularly and keep up with their daily class work.

The latest plan for advancing the personal interests of poor pupils is based on the investigations of the Department of Health, and concerns the advisability of establishing a chain of free dental clinics for their benefit. It is stated that bad teeth are responsible to a surprising extent for many cases of defective mentality. Over in Strasburg, Germany, the marvelous deduction has been made that bad teeth are the cause of headache, earache, and even stomach ache! Out of 12,691 pupils who were sent to the Strasburg free school denistry, 7,000 had teeth filled and nearly 8,000 had teeth extracted. And only 160 out of 2,000 pupils between 6 and 8 years of age had sound teeth. The Strasburg authorities report that all sorts of bodily ills have disappeared from the school children since the operation of the free compulsory dentistry.

#### SPECIAL TRAIN TO CALIFORNIA

Special arrangements have been made with the well known tourist agency, Raymond and Whitcomb, for a personally conducted tour for teachers, under the auspices of American Education, on account of the convention of the National Educational Association at San Francisco, July 10-13, 1906.

The trip across the continent will be made in a special train composed of modern, vestibuled Pullman cars, including sleeping, dining and baggage cars. The service will be strictly first-class. For variety of itinerary and rates comparison is invited with any other trips to California. Concessions by the trunk lines enable us to offer this trip for \$50 to \$75 less than the usual rates.

Early registration is earnestly advised. Reservations will be made in the order the applications are received.

A pamphlet containing the complete itineraries and full information of the entire cost of the trip will be sent on request.

All communications should be addressed to George C. Rowell, Editor American Education, 81 Chapel street, Albany, N. Y.

#### TRIP TO EUROPE FOR TEACHERS

A tour of ten weeks in Europe with special opportunities for study and recreation should be of considerable interest to teachers who may desire to spend their vacation abroad at a minimum expense.

Such a tour is being arranged by AMERICAN EDUCATION, under the auspices of the Burean of University Travel. The partyfwill sail on June 20 from New York by the new Steamship,

Potsdam, 13,000 tons.

Instruction will be given by lecture in connection with fieldwork by specialists composed of ten experienced instructors, holders with few

exceptions of university or equivalent positions.

Booklet of detailed information sent on request to American Education, 81 Chapel St., Álbany, N. Y.

#### ANNOUNCEMENT-MODEL LESSONS IN READING

Publisher American Education:
Dear Sir:—Please announce to your subscribers that hundreds of thousands of copies of Parker's "Penny Classics" are used in the schools, including almost every part of the United States, and that any subscriber of your paper who will carefully wrap a silver dime in paper and send it to me with his address and the name of your paper will receive by return mail ten sample copies of the "Penny Classics" as follows, also a complete list of my 304 "Penny Classics" and "Agricultural Leaflets:"

Thanatopsis "—Bryant.
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"Sheridan's Ride"—Read.
 "Village Blacksmith"—Longfellow.
 "Landing of Pilgrim Fathers"—Hemans.
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 "Elegy in a Country Chruchyard"—Gray.
 "Old Oaken Bucket"—Woodworth.
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 "The Chambered Nautilus"—Holmes.

Each of these leaflets contains eight pages and gives the complete poem or selection with explanatory notes and suggestions for teaching the same,

—a model lesson in reading.

Address all orders to C. M. Parker, Educational Publisher, Taylorville, Ill.

#### AT CHAUTAUQUA

Chautauqua Institution is fortunate in securing among other notable lecturers for 1906 the presence of Mr. John Graham Brooks who will lecture five times on "Politics and Progress." This interesting series has to do with America and its self development in the face of local obstacles and foreign competition. The significance of the course is suggested by some of the lecture titles: (1) American Sensitiveness under Criticism.

(2) Criticism of the Earlier and Later French Visitors. (3) The Change of Tone in our English Critics of Democratic Theory and Practice.

(4) German Criticisms of American Democracy.

(5) What We may Learn from our Censors. Mr. Brooks has broken his rule of preserving his summers for vacation to deliver this course at Chautauqua from July 30, August 3.

#### FOR THE SCHOOL GARDEN

The School Garden Association, Station A, Boston, Mass., last year enlisted over 10,000 workers in the School Garden Movement, and supplied seeds, instructions for planting and literature to schools, clubs, superintendents, principals, teachers, pupils and individuals in many parts of the country. The results of the work were so encouraging, and the good so manifest, that pre-parations have been made on a larger scale for 1906, providing a larger number of varieties of flowers and vegetables, and aiming to reach and

assist all willing to join in the movement.

A membership fee of six cents secures enrollment, a booklet of Directions for Planting, a sample collection of five varieties of seeds, and a list of the collections of flower and vegetable seeds that can be ordered for school and home garden use. Any one can apply. Simply write to F. W. Shattuck, Secretary, The School Garden Association, Station A, Boston, Mass., enclosing six cents, and giving your name and address

plainly.

#### SUMPTUOUS SERVICE TO THE SOUTH

Is furnished by the electric-lighted and in every way luxuriously appointed Southern's Palm Limited. The favorite train with discriminating travelers to Aiken, Augusta and all the Florida resorts. Full information New York offices, 271 and 1185 Broadway, Alex. S. Thweatt, Eastern Passenger Agent.

#### EDUCATIONAL ARTICLES IN THE MARCH MAGAZINES

"Lincoln the Lawyer IV" (with pictures), by Frederick Trevor Hill in the Century, New York; "Nature and Science for Young Folks," in St. Nicholas, New York; "From School-room to Garden," by Justin L. Hartwell in Suburban Life, Boston; "Some Impressions of Lincoln," by E. S. Nadal in Scribner's Magazine, New York; "The Bad Boy and the State," by Hugh B. Philpott in The Quiver, New York; "Crossing the Ocean in a Palace," (illustrated), by Samuel Merwin in Success, New York; "Soldiers of the Common Good," (with photos), by Charles Edward Russell in Everybody's Magazine, New York; "The Story of the States," (Maryland), by F. Robertson Jones in Pearson's Magazine, New York; son Jones in Pearson's Magazine, New York; "Some Heroes of Shakespeare, by Their Impersonators," in the Delineator, New York; "The Treason of the Senate," by David Graham Phillips in the Composition, New York; "Our American Daughters" (illustrated) by Partha Commission to in the Cosmopolstan, New York; "Our American Daughters," (illustrated), by Bertha Gaus in the Designer, New York; "The Reading of the Modern Girl," by Florence B. Low, in The Nineteenth Century and After, New York; "Green Mountain Villages," "Nature, the Sculptor," "Michigan's Venice," "The Hero of Lundy's Lane," "The Birthplace of New York City," and others in The Four Track News: "Classical Inothers in The Four Track News; "Classical Influences in Modern Life," in The Chautauquan.

#### NEW YORK STATE

#### HUDSON RIVER SCHOOLMASTERS' CLUB

The spring meeting of the Hudson River Schoolmasters' Club will be held Friday and Saturday, April 27 and 28, 1906. The evening session at the Ten Eyck will begin at six o'clock with a reception in the corridors. At seven members and guests will dine, and at 9 the speaking, interspersed with college songs, will begin. The principal speaker of the evening will be Superintendent William H. Maxwell of New York City on a theme of his own choosing. Other prominent guests will be present.

Notice from those intending to be present at the dinner should reach the secretary by Thurs-

day noon, April 26. The morning session, 9.30 to 12.30 Saturday, will be held in the Boys' Academy; topics "The Supervision of a City School System" and "The Supervision of High Schools." There will be the usual business meeting and election of new members.

#### COUNTIES

All readers of American Education are cordially envited to contribute items of interest suitable for publication in this department. Superintendents and principals will confer a favor by sending copies of their catalogues and annual reports.

Albany.—Principal O'Brien of School 5 has begun a campaign against vicious theatrical posters which illuminate the bill boards of the city. He has interested the Parents-Teachers Circles in the matter, and these forces will not only work against the bill board evil but will also use their influence with the authorities so that children will be prohibited from attending the theatre during school hours.

Watervliet is ten years behind the times in the matter of teachers salaries. The board has

just denied a fifty dollar increase.
Principal O. D. Robinson of the Albany high

school gave an address in one of the churches recently on "The Christian as a Teacher." Superintendent Hayward of Cohoes is con-ducting a series of popular neighborhood meetings which are proving of much benefit. They are held in the school houses and the programs include choruses by the pupils and illustrated lectures by the superintendent.

Boynton's Civil Government has been adopted

at Cohoes.

Dr. H. M. Pollock, read a paper on Nature Study before the April meeting of the Albany

Entomological Society.
Dr. James R. Truax, of Schenectady, gave a lecture on "Books and Men" before the Unity

club in March.

Allegany.—A council of education from the counties of Allegany, Wyoming and Steuben in New York state and Potter and McKean in the state of Pennsylvania was held at Wellsville, March 21, F. W. Mundt of North Olean being the presiding officer. Twenty-nine principals and superintendents were present. Several educational topics were discussed. Inspector W.

D. Graves of Ithaca, representing the educational department, delivered an address on "Modern Progress in Education." The super-intendent of the Olean schools, D. E. Bachellor, reported the meeting of the National Educational Association recently held in Louisville and an interesting discussion followed. The election of officers resulted as follows: President, Superintendent S. J. Slawson of the Wellsville school; vice-president, Principal H. C. Munson of Belmont; secretary and treasurer, H. H. Gage of Wellsville.

Broome.—The city of Binghamton is having considerable difficulty in getting an appropria-tion for a new grade school. Feeling has become so high that the matter has been referred to the State Department of Education. The people voted down an appropriation calling for \$65,000 because they believed the board of education was asking for too much.

Conditions of a serious nature existing among the foreign element of Binghamton, have been divulged by Health Officer Hix. It is shown by Dr. Hix that children in several Italian and Slavish families are afflicted with trichoma, an infection of the eyes, which renders its victim sightless and causes extreme pain. The disease is infectious and incurable, and it is feared that unless immediate and drastic measures are brought to bear, that the malady will spread rapidly and cause a condition of affairs that will be dangerous and fatal in many cases.

Cattaraugus.—John P. Mabon who resigned the principalship at Horseheads last year on account of ill health has been elected at Portville.

Cayuga.—The secretary of the Auburn Business Men's Association in his annual report, speaks highly of the work of Superintendent A.

C. Thompson.

The board of education wishes to issue bonds for \$150,000 for constructing a new grammar school and enlarging the high school. There is opposition from those who think that the money should be used for the improvement of the grade work and for manual training.

Chautauqua.—The Principals' Association of the Third District met at Falconer, March 9, and discussed various phases of the new syllabus. The association is officered as follows: President, Principal Harold J. Russell, of Frewsburg, vice-president, Principal Peter C. Becker, of Gerry; secretary and treasurer, Principal George R. Raynor, of Falconer; programme committee, Principal Harold J. Russell and Principal George R Raynor.

Superintendent George M. Wiley and Principal B. E. Whittaker have been unanimously

reelected at Dunkirk.

Jamestown is to have a new grammar school to cost \$65,000. The building will contain sixteen class rooms, an assembly hall manual training and domestic science rooms and gym-

Chemung.—The Elmira teachers want a pension fund. They think that the city charter should be revised to provide for such a fund to be established from 5 per cent. of excise moneys, one per cent. of salaries and deductions for absence or tardiness.

Cortland.—The seventh annual session of the Cortland Summer School will be held in the high school building, Cortland, July 16 to August 10. The courses of instruction cover the work required for uniform, regents and State certificates.

Miss Mary Jobe of the normal school faculty has been engaged as instructor in history in the City Normal College of New York. Prof. M. L. Hawley, formerly superintendent

of schools at Binghamton died at Phoenix,

Arizona recently, at the age of 73.

George Orson Moore of Poland, Herkimer county, has been elected principal of the intermediate department of the normal school to succeed James A. Shea, who has gone to Syracuse as principal of the Lincoln grammar school, and Miss Mary E. Mason of Geneseo was chosen instructor in history to succeed Miss Mary L. Both were selected from a large number of candidates.

Delaware.—Principal J. M. Glass has been reelected at Sidney for next year. Principal Glass is now serving his third term and has become very popular.

Dutchess.-When the Board of Health of Poughkeepsie appointed a medical examiner for the public school children, it little realized the tempest that would soon break from every quarter, and for sometime trouble has been bubbling on every side through Dr. Ward ordering children from the public schools and demanding that they be operated upon, fitted with glasses, or other things of a medical nature, under penalty of not being allowed to return to school until his orders were obeyed. But recently Dr. Ward made such an arbitrary order that he stirred up a vertiable tartar in the per-son of a certain child's father, and the same child is back in school against the physician's order, and from all accounts will remain there. The appointment of a medical examiner seems to have caused great dissatisfaction, and the office will probably be abolished.

Erie.—The estimates furnished the city comptroller by Superintendent Emerson have been cut down.

A crusade against the tussock moth will be conducted in Buffalo by the Department of Education in May and prizes in the form of handsome pictures will be awarded to the class in each school capturing the largest number of cocoons in proportion to its size. The grades from the fourth to the ninth inclusive will be asked to participate in this crusade and the boys are expected to do the active work while the girls will relieve the teachers of the duty of keeping an account of the number of cocoons destroyed or captured. The Department of Education has taken hold of the matter with a view towards impressing the pupils with the value of maintaining and preserving the shade

Everybody in Buffalo seems to be interested in the extension of the local university. It has been planned to raise \$500,000 and subscrip-

tions are coming in daily from many sources.

Buffalo educators are planning a return in the public schools to the old fashioned system of inspiring pupils with interest in spelling by competitive 'spell down" matches. They think it

will turn out better spellers than methods that have prevailed in recent years. C. N. Millard, supervisor of grammar grades and a number of principals are in favor of the plan. When put into effect, as it probably will be very soon, there will be challenge matches between equally graded pupils in the different schools and it is believed this will incite an enthusiasm in spelling in both teachers and pupils that will bring good results.

The teachers of Buffalo will leave April 7 for Boston by special train to spend the Easter vacation, where the educational atmosphere is supposed to be most bracing.

So much dissatisfaction has been expressed by Buffalo educators concerning the new regents' syllabus that Commissioner Goodwin and Inspector Wood have been giving the situation

much personal attention.

North Tonawanda has been having a serious time in trying to enforce the compulsory educa-tion law. The State department of Education sent an inspector to investigate conditions, and now with the assistance of Superintendent Searing, the violators are being shown no mercy.

Genesee.—Principal B. B. Chappell has been reclected at Oakfield at an increase in salary.

District No. 11 loses its share of public money this year because physiology and hygiene have not been taught according to law.

Herkimer.—Former Superintendent of Schools Schuyler F. Herron has been re-elected superintendent of schools in the city of Mexico for a term of two years.

E. A. Marsh, of Rensselaer Falls, is the new principal at Middleville, succeeding W. L. West

who went to Schenevus.

T. C. Wilber, of Dolgeville, has been elected principal at Ticonderoga.

Jefferson.—The Watertown common council has resented the stubborn attitude of the board of education regarding school appropriations, by passing a resolution calling for an amendment to the city charter, for the reorganization of the personnel of the board and election of one member from each ward. At present one ward has

five members. The principals' council of Jefferson and Lewis counties held its first banquet at the Hotel Rothstock, Watertown, Feb. 26. Commissioner W. J. Linnell of Brownville was selected for toast-The members present were S. F. Graves, Adams Centre; Bert Alverson, Dexter; Graves, Adams Centre; Bert Alverson, Dexter; Charles H. Bulson, Theresa: Albert T. Bouck, Antwerp; Roy E. Fairman, Depauville; Thomas B. Stoel, Sackets Harbor; Robert W. Bowman, Belleville; B. G. Cooler, Belleville; J. A. Montague, Lafargeville; H. J. Henry, Copenhagen; H. B. Arthur, Evans Mills; H. W. Child, Syracuse; W. J. Linnell, Brownville; R. E. Wager, Clayton; A. O. Gridgman, Lyons Falls; Frank S. Tisdale, Garv M. Jones, C. K. Moulton, Watertown; H. E. Reed, E. F. Southworth, Syracuse; John Probes, Elmira; W. Elias Gay, Brownville; W. H. Perry, Lowville; W. S. Herrick, Natural Bridge; L. R. Lowville; W. S. Herrick, Natural Bridge; L. R. Clark, Cape Vincent; D. D. T. Marshall, Redwood; E. A. Winchell, DeRuyter.

Livingston.—The faculty at Caledonia with the exception of Ernestine Miller, has been reengaged for next year. The principal is Charles H. Walter.

The high school building at Avon, which was built seventy years ago has heen condemned by the State Department of Education.

Monroe.—Principal Marble has been reelected

at Spencerport at an increase of salary.

The Latin pupils at East High school, Rochester, will hold a Roman banquet on May 18. The dinner to be given will be in imitation of the Roman dinners of history, as nearly as the resources available in the city will permit. The lunch room will be made to resemble as far as is possible, the interior of a dining room in a Roman home; the tables will be arranged as they were by the Romans, the diners will be attired in Roman dress, as will the attendants.

A Rochester paper of Feb. 24 contained an account of a romantic experience of a former Rochester school teacher, Miss Hermana Kaessmann, who has been the central figure of a plucky fight against the Standard Oil Co., in Kansas, where she had invested some money in oil stocks When her own company was a few years ago. on the brink of failure, she went to Kansas, took hold of the business and successfully fought the

The school board has asked the common council for authority to issue bonds for \$300,000 for two

new buildings.

Rochester seems to be the mecca toward which the eyes of art and manual training teachers are directed, for hardly a day passes that teachers from other parts of the State do not arrive on a tour of inspection. Many give particular attention to the art work supervised by Miss Helen E. Lucas, which is regarded among the best in the State.

A permanent organization of the school men of the Genesee Valley was perfected at Rochester, February 10th. Monroe, Orleans, Livingston, Wyoming and Wayne counties were represented as well as the Grammar and High schools of Rochester. Dinner was served to the entire company, numbering nearly eighty, in the Fitz Hugh Dining Hall. The meeting in the afternoon was held in the court house. After some preliminary discussion in regard to a permanent or-ganization it was voted that the organization should be called "The Genesee Valley School Masters' Club." Supt. H. D. Bartlett of Medina was made president for the balance of the year and Principal W. G. Clark of Honeoye Falls was made secretary; Commissioner Fred Hill was elected treasurer.

A committee was appointed of which Supt. W. G. Carmer is chairman to draft a constitution and by-laws and to report at next meeting.

The address of the day was given by Dr. E. J. Goodwin, Second Assistant Commissioner of Education. This was the first appearance of Dr. Goodwin before the western New York school men, who received him most cordially. On motion of Dr. Forbes of Rochester University, Dr. Goodwin and Dr. Downing were unanimously invited to be present and address the next meeting of the club.

Edward E. Ford who has been teaching physics at Le Roy high school has been engaged

at West High school, Rochester.

Nassau.—The Nassau-Suffolk School Men's Inspector H. Council met at Mineola, March 3. Inspector H DeW. De Groat gave an address on "Field Notes."



The officers are Louis E. Boutwell, president and

Lewis H. Carris, vice-president.

The County Teachers' Association met at Jamaica February 10. An instructive program was given and the following officers elected: President, C. S. Wright, Woodmere; vice-president, J. A. Bassett, Oceanside; secretary and treasurer, E. Woodward, Hicksville; executive committee, Luella Skelton, Hempstead; and F. Grace Stevens, Great Neck.

Niagara.—Eleven members of the senior class of the Niagara Falls high school were suspended recently for sounding the fire alarm. Principal Lovell was not in favor of the suspensions, but he was overruled by the faculty. The principal forbade a celebration in honor of a debate victory at Jamestown and the students marched through the building in lockstep during school hours and later turned in the school fire alarm which emptied the building of its 450 students and teachers.

The Board of Education has authorized the issue of \$69,419 school bonds for the construc-tion of two new school houses. One building will cost in the neighborhood of \$30,000 and the

other \$32,000.

Oneida.—Utica is having an epidemic of scarlet fever and the board has closed the public schools.

Dewey T. Hawley of North Adams, Mass., has been appointed instructor in English at Utica Free Academy He is a Hamilton college

graduate.

An innovation in the line of rhetoricals has been introduced at the Utica Academy by Principal Mead. Every Tuesday morning stere-opticon pictures are shown and brief talks on each of the views are given by members of the senior class.

Dr. Robert Ogden Doremus, a noted scientist, chemist and teacher, who taught at the Utica Academy from 1853-61, died in New York

March 26, aged 82.

Superientenent Benedict made a strong defense of the new regents' syllabus in a recent issue of the *Utica Press*.

Onondaga.—Wholesale forgery of excuses has been charged against the high school pupils of Syracuse by Principal Wickes. The offenders have been neatly caught by use of the school telephone.

The Lafayette high school building was destroyed by fire on the morning of March 12. The loss is \$4,000, nearly covered by insurance. School was in session but the pupils marched out

quietly with their books.

Syracuse has inaugurated a system of medical inspection for the public schools. Ten districts have been formed and the physicians will visit the schools daily.

Ontario.—The Granger Place School for Girls at Canandaigua, established thirty years ago, is to be closed at the end of the school year in June

Orange.—Norman C. Gill of Florida succeeds Supt. Van Etten at Matteawan.

Orleans.—Harrison D. Bartlett, superintendent of schools at Medina for the past two years, has resigned. J. C. Van Etten, at present principal of the Matteawan schools, succeeds Mr. Bartlett. Mr. Van Etten was formerly a superintendent at

Dunkirk, and was the unanimous choice of the board for the vacancy. Mr. Bartlett will enter the employ of the D. Appleton Publishing Com-

Oswego.—Oswego normal school celebrated its 40th anniversary by appropriate exercises on

February 10.

An interesting exhibit showing the excellent character of the work done at Hannibal by the pupils of Principal S. R. Lockwood, was given recently.

Miss M. Louise Hosmer of the Oswego high school faculty presented recently before the board of education a carefully prepared paper showing that Oswego pays to her teachers lower salaries than any other city in the State of the

same grade.

The Oswego County Educational Council held its twenty-eighth session at the Normal School February 17. Papers were read by Miss Mae Birdseye of Mexico, and Miss Mary A. Phillips of Fulton, and discussion of these papers were given by Miss Lina L. Loveridge of the Oswego Normal, Mrs. Nellie G. Bradt of Hannibal and Miss Mabel Martin of Pulaski

Otsego.—Principal H. W. Rockwell of the Oneonta high school read an instructive paper before the Fortnightly Club recently on "Our Educational System as Suggested by Our Commercial Development."

Rensselaer.—The Troy Times of February 24 had an illustrated article on Supt. Harvey of Hoosick Falls and the schools of that village.

The teachers of Troy have a bill in the legislature for the establishment of a pension system. Every city of the State should have one of the same kind.

Hereafter only college or university graduates will be eligible for appointment as teachers in

the Troy high school.

Superintendent Harris of Troy was called upon last month to explain to the State Department of Education why the compulsory education law was not enforced in his city. The industries of Troy are such that the problem is made a very difficult one. However, measures have been taken by the State Department which will greatly

assist the superintendent in performing his duty.

The board of education has adopted a resolution favoring a new commercial high school.

A Troy newspaper came out recently with this caption over a long story: "High School Overcrowded. What is the Cause? The answer is that Troy's schools have been improving—Super-intendent Harris' success responsible." It is barely possible, however, that many of the high school pupils are not of full academic grade. Some high schools admit eighth grade pupils.

Saratoga.—The annual meeting of the County eachers' Association was held at Saratoga orings, March 17. The speakers were Prin-Teachers' Association was held at Saratoga Springs, March 17. The speakers were Principals Hollister of Corinth; Burdick, Round Lake; Kennedy, Saratoga Springs; James, Mechanicville; Smith, Galway; Clapper, Stillwater; Himman, Schuylerville; Superintendent Waterford: Commissioner Downing. Harten, Waterford; Commissioner Downing, Albany. The following were elected officers of the association: Ella J. Tucker, Stillwater, president; Principal Ernest Himman, Schuylerville, vice-president; Superintendent George H. Harten, Waterford, secretary and treasurer.

The following comprise the executive committee: Thomas R. Kneil, W. W. Bates, E. S. Coons.

A. A. Lavery, supervising principal of the schools of Ballston Spa, has just published a geography of Saratoga county. It is a pamphlet of thirty-six pages and contains a wealth of information in regard to Saratoga county and the towns. Considerable space is devoted to the the towns. Considerable space is devoted to the topography and history of the county. The outline for study is divided as follows: I, Position; 2, Surface; 3, Climate; 4, Villages; 5, Products; 6, Manufactures; 7, Railroads and Canals. There is a very complete history of each town, and the whole publication is a very valuable one.

Schenectady.—The board of education has elected A. L. Rohrer president for the ensuing year. Mr. Rohrer is a prominent official of the General Electric Co. and has taken great interest in the educational development of the city. board is planning for the erection of three new buildings. The schools are badly overcrowded owing to the rapid growth in population.

A County Association has been organized with the following officers: President, E. A. Van Slyke of the Scotia school; vice-president, Frank Palmer of Pattersonville; secretary, Miss Hop-kins of Delanson; treasurer, J. H. Willock of

Rotterdam Junction.

The impression has gone abroad that the regents examinations have been abolished in Schenectady. Not so. These examinations, however, will no longer have any effect on the standing of pupils. The examinations will be held the same as in the past in order that those students who intend to enter the professions where regents' counts a requirement to admission, may have the opportunity of securing such state standing.

Steuben.—Commissioner D. F. Hiler has refused to re-endorse the certificate of Miss Margaret Smith of Bath, for which reason she has been forced to resign from the high school faculty after twenty years service. Miss Smith claims that Mr. Hiler's action is actuated entirely in resentment because as his democratic opponent for the office of commissioner last fall, she caused a contest of the election to be made. She intends to carry the case to the Commissioner of Education, and ascertain if Mr. Hiler's stand will there be maintained.

Wayland has a new high school which cost

Suffolk.—There was a lively fracas recently at Bellport high school when a negress and her three daughters visited Principal Perry and created an uproar because he had invoked the truancy law to forcibly compel one of her children to attend school. It was necessary to issue a warrant for their arrest before peace could be restored.

Sag Harbor is to have a new school building costing \$100,000, a gift from Mrs. Russell Sage as a memorial to her mother, who was a native of

the village.

Ulster.—The third conference held in the interest of the rural schools of the county, under the auspices of Principal Scudder and the New Platz normal school was held March 17. A vital work has been undertaken to stimulate interest throughout the county in practical educational

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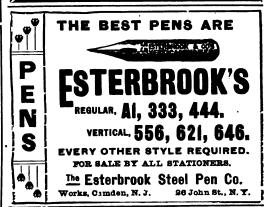
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Washington.—The Champlain Valley Educational council closed its annual meeting Saturday at Whitehall. The following officers were elected President, Principal G. W. Kennedy of Saratoga; vice-president, Principal S. D. McClellan of Minneville; secretary and treasurer, Principal R. E. Brown of Granville; executive committee, George K. Hawkins, principal of Plattsburg normal school; Principal C. Keller of Luzerne and Principal E. W. Benedict of Warrensburg.

Wayne.—Miss M. Grace Ford, who has been the capable and popular teacher of the training class in the Clyde high school for several years, has offered her resignation to take effect at the close of the present school year, and her resignation has been reluctantly accepted by the board.

Westchester.—The County Teachers' Association met at Mt. Vernon March 10, the principal address being given by Dr. E. J. Goodwin. Commissioner Geo. H. Covey was elected president and Superintendent Guy H. Baskerville of White Plains, secretary and treasurer.

Wyoming.—Professor Fetterley, principal of the Perry Union school, has taken hold of the spelling question in a way that promises excellent results. The pupils in the high school depart-ment are divided into four teams and have regular sessions of orally spelling down. It has developed an enthusiastic spirit among the pupils and all are spending extra time on the lessons.

-A. T. Atwood of Moravia has offered to Penn Yan Academy the sum of \$2,000—\$1,000 to be awarded in perpetuity to pupils of the academy department at the close of each school year as follows: Ten dollars for deportment or most deserving boy; \$10 for deportment or most deserving girl; \$5 for spelling, boy; \$5 for spelling, girl; \$5 for writing, boy; \$5 for writing, girl; \$1 for the best essay of "Character Building, or How to Live at One's Noblest or Best"—boy or girl. The other \$1,000 is for a scholarship to Syracuse University to be awarded the most deserving high school student desiring to enter that institution enter that institution.

Principal F. Bird Jones has accepted a reelection at Dundee at a \$200 increase of salary.

#### REGENTS EXAMINATIONS

#### For Teachers' Elementary and Academic Certificates

SEPTEMBER 25-29, 1905

(Continued from the March number.)

#### **ENGLISH HISTORY**

#### Questions

1 Describe the climate of England.

2 Write on one of the following: a) the immediate and the remote results of Caesar's invasions of Britain, b) Caesar's description of the Britons, c) Druidism.

3 Compare the Saxon invasions with Norman invasion as regards a) destruction of life and property, b) resulting religious changes, c) establishment of order.

4 Mention one prominent trait in the character of each of three of the following: Alfred the Great, William the Conqueror, Henry II, John, Edward I. Give a fact or incident to illustrate each trait mentioned.

5 Give in regard to the Act of Supremacy (1534) a) the meaning of the act, b) the purpose,

c) the permanent result.

6 Show how the Thirty Years War in German caused disagreement between Parliament and James I.

7 Mention the act of Parliament that first made apparent the truth of the following: "An English monarch is now as much the creature of an act of Parliament as the petty tax gatherer in his realm."

8 Mention a marked industrial change closely connected with the reign of a) William I, b) Edward III, c) Henry VIII, d) George III. c)

Victoria.

What official position did Robert Walpole hold? Show how he obtained this position and by what methods he maintained his influence.

10 Give an account of the religious revival that began in the reign of George II, touching on a) the moral condition of the people, b) leaders of the revival, c) results.

11 State approximately the time when England became a free trade country. Give two reasons why England abolished the protective tariff.

12 Who is the chief executive of the British government a) nominally, b) really? Why must a British cabinet be in accord with the political party that controls the House of Commons?

#### Answers

The climate is mild and equable. vailing southwesterly winds from over the warm ocean greatly temper the climate and carry warmth and an abundance of moisture for in-land, moderating the cold of winter and causing frequent rains and fogs. The weather is seldom very hot in summer or very cold in winter, and the climatic conditions in general are particu-larly favorable to the full and healthy develop-ment of both animal and vegetable life.

2 a) The immediate results of Caesar's invasions were that he showed Britain to the Romans but did not win it for them. He prevented an alliance of the Britons with the Gauls and the account that he wrote of the former made the Romans familiar with that island.

The remote results were that the Romans claimed Britain and subjugated a large portion of it south of the Forth and Clyde. During the Roman occupation Druidism was extinguished, Christianity introduced, forts and cities built, roads constructed and Roman system of government and Roman civilization introduced.

b) In the interior of the island their condition was but little above the savage state. clothed themselves with skins and lived chiefly on flesh and milk. On the eastern and southern coast, they were more advanced. They lived in small villages of huts, raised cattle and cultivated wheat, oats and barley. They also wove linen and woolen cloth for clothing and wore orna-

ments of gold and silver.
c) The Druids at the time of Caesar's invasion were a regularly organized priesthood among the Britons and their religious teaching was called Druidism. They worshipped the heavenly bodies, dwelt in the depths of the forests and considered the oak and the mistletoe as especially sacred. They worshipped a Supreme Being and inferior deities to whom they offered human sacrifices, and believed in a future state of re-wards and punishments. They made laws, administered justice and taught the youth. Later they used their great influence against the Romans and the latter led an expedition against them and exterminated them.

3 a) The Saxon invasion was attended with great destruction of life and property, while the Norman was attended with very little.

b) The Saxon invasion probably destroyed every vestige of the Christian faith in Britain and established Saxon paganism, while the Norman invasion merely recognized and reformed the English church.

c) The Saxon invasion tended to destroy the existing forms of government and great disorder prevailed for a time, while the Norman conquest tended to the establishment of order by abolishing the four great earldoms and compelling

among all classes obedience to the law.

4 a) Desire to improve the condition of his subjects Alfred strove to reestablish education and literature by founding a school and gathering learned men at his court. b) William I was a stern but just ruler. He enforced among all classes impartial obedience to the English laws. c) Henry II would at times fall into a savage, uncontrolled rage. It was in such an outburst of passion that he exclaimed in regard to Becket:
"Will none of the cowards who eat my bread rid
me of that turbulent priest?" Four knights thus incited went and brutally murdered Becket. John was tyrannical, brutal and regardless of the rights of his subjects. These traits shown in his imprisonment of men on false or frivolent charges and in his refusal to bring them to trial

e) Edward I desired to make the English a united people. He labored to secure unity of law for England and to make Parliament repre-

sent the people more than formerly.

5 a) This act abolished the Pope's supremacy in the church of England and established that of the King. b) It made the Church of England an independent church and placed Henry's divorce from Katharine and remarriage to Anne Boleyn under cover of English law. c) The Church of England was separated from Rome and became an independent church, adopting Protestant doctrines

6 There was a strong popular desire in England to take part in this war on the Protestant Tradition and national and religious symfrom principle and partly owing to Spanish inpathy led the people to this view. James, partly fluence, was unwilling to take part. His policy was unpopular and opposed to the wishes of Parliament and the English people.

The Act of Settlement which grew out of the

Bill of Rights.

8 a) He gradually dispossessed the chief English landholders of their lands, and gave them under feudal laws to his Norman followers. b) Woolen factories were established in eastern England and Flemish workmen were induced to come over and assist.

c) Tenant farmers were renting large holdings for the purpose of sheep raising, and were enclosing the commons. Many small farmers were evicted, left without home or occupation and often driven to become paupers and vagabonds. d) Introduction of new inventions into manufactories, especially the spinning jenny, and the application of water power and steam power to machinery. e) The establishment of trade unions. The first great national trade union was formed in 1833.

o Prime Minister. He was moderate, reasonable and cautious. He strove to keep peace abroad and conciliate party differences at home. He was considered a safe leader, and owing to his conservative leadership he usually easily persuaded Parliament to follow his advise. He carried on the government by a set system of bribery and corruption. He bought or bribed by office enough members to carry through his measures.

ro a) The general religious character of the time was cold, unspiritual and formal. The masses were without religious instruction and there was no missionary interest. b) John and Charles Wesley and George Whitefield. c) There was a great religious revival. Thuosands assembled to hear the gospel preached. The evangelical movement awakened the mass of the peoand lead them to better conditions of living.

11 At the repeal of the Corn laws in 1852. England became more of a manufacturing country not enough grain was raised to feed the peo-ple. The Irish famine in 1845 was a contribut-

ing cause

12 a) The sovereign. b) The prime minister. All appropriation of money for carrying out government measures must be passed by the House of Commons; hence these measures must have the consent of that body.

#### ADVANCED UNITED STATES HISTORY Questions

I Show why differences in the manner of living made conflicts between the English settlers in America and the Indians almost inevitable.

2 Give in chronologic order a summary statement of four important French explora-tions of the New World. Mention the approximate date of each.

3 Explain how a trading company established in England became the self-governing colony

of Massachusetts Bay.

4 Give an account of the attempt of James II to unite the northern colonies under Sir Edmund Andros, touching on a) the purpose of the union, b) the extent of territory affected, c) the character and the end of the rule of Andros

5 Give two reasons why Canada did not join the neighboring colonies in the War of the

Revolution.

6 Explain how, under the Articles of Confederation, a) the states were represented in Congress, b) a vote in Congress was taken.

7 Write on the quarrel between the United States and France in the administration of John Adams, touching on a) causes, b) preparations for war in the United States,  $\hat{c}$ ) final settlement.

8 State the constitutional argument by which

slavery was defended.

9 What effect did the Civil War have on the manufacturing and commerce of England? Give the feeling of the different classes in England toward the North during the war, and account for this feeling.

10 State the provisions made for succession to the presidency in the event of the death, disability or removal of both the President and the Vice President.

11 What was Jefferson's attitude toward the maintenance of a strong navy and what was the condition of the navy of the United States at the outbreak of the War of 1812? 12 Give reasons for or against holding municipal

and state elections on the same day.

#### Answers

1 The Indians obtained their sustenance mainly by hunting and fishing. These circumstances required that large tracts of land should be left in a wild state and be thinly settled. The English settlers cleared land and cultivated it. As the settlers increased in number they cleared more land and gradually encroached on the hunting and fishing grounds of the Indians.

2 Verrazani sailed to America (1524), coasted along the shores of Carolina and New Jersey, and entered the harbors of New York and New-

Cartier ascended the St. Lawrence river in 1535

to the present site of Montreal.

Marquette floated down the Wisconsin to the Mississippi 1673 in a birch canoe and thence to the mouth of the Arkansas.

La Salle discovered the mouth of the Mississippi, having made his way down the river to the

Gulf of Mexico.

3 In 1629 Charles I granted a charter to the Massachusetts' Bay company, a trading company which had the previous year purchased the land held in Massachusetts by the Council of Plymouth. This charter gave the new company jurisdiction over their purchase and empowered it to make laws, provided they should not be contrary to those of England and to carry on trade. It was practically a charter of a trading company which was expected to retain the government of the colony in England; but John Winthrop, being elected governor of the company, quietly took the charter with him as he led a great number of colonists with him to America. Many Puritans followed, and a republic was practically established.

4 a) To bring the colonies more directly under the control of the King and to make it easier to repel the French, who were encroaching on the north and west. b) New York, New Jersey and the New England states. c) The rule of Andros was very unpopular, both on account of his own arbitrary ways and because he represented a tyrannical king. At the accession of William and Mary the people threw Andros into prison

and set up a temporary government.

5 a) Difference in race and religion.
b) They received better treatment than the

others

6 They were represented by from two to seven delegates chosen annually from each state by their respective legislatures. Each state had one vote.

7 a) The French were enraged because the United States did not take sides with them in their contest with England. They captured our merchant vessels and insulted our representatives to their country. b) The American army and navy was increased and active preparations for war were made. c) Napoleon became First Consul of France and negotated a treaty which restored peace with the United States.

8 The Constitution seemed to recognize slavery as an established fact, since apportionment of representatives to the states was based to some extent on the number of slaves, though the word

slave does not occur.

9 The North established a blockade of the ports of the seceded states. This caused great loss to the commercial interests of England. They could not obtain American cotton for their mills and were obliged to close them at a great

The mercantile and the aristocratic class favored the cause of the Confederacy; the former on account of business interests; the latter, for social reasons. The great mass of the English people favored the cause of the North because they considered it just.

To The succession is as follows: Vice-President, Secretary of State, Secretary of Treasury, Secretary of War, Attorney-General, Postmaster-General, Secretary of Navy, Secretary of Interior, Secretary of Agriculture, Secretary of Commerce

and Labor.

11 Jefferson never favored a navy. been so bent on paying the national debt that he used all his influence against building a strong navy. The United States navy contained only twelve small but well-built vessels to England's one thousand vessels, many of which were large and powerful.

12 It is possible for cities to conduct their compaigns on purely local issues, their votes being uninfluenced by state issues, while on the other hand the issue of state policies are less likely to be affected by local disaffections

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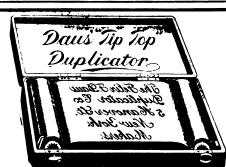
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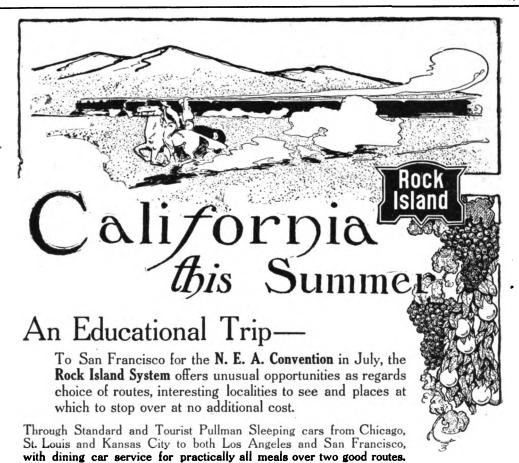
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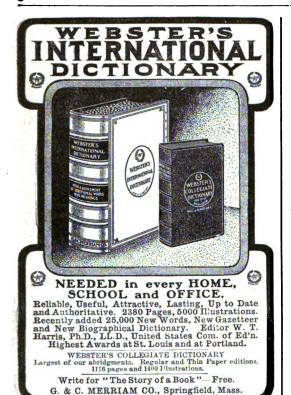
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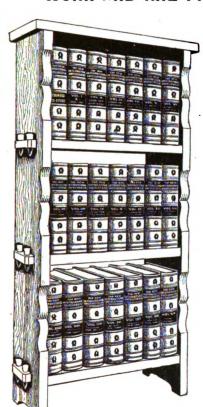
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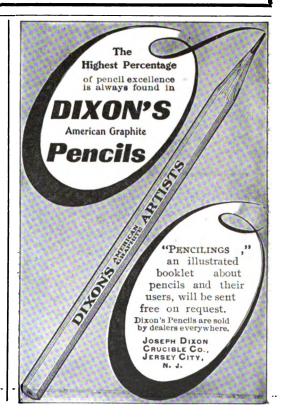
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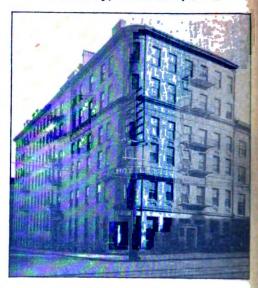
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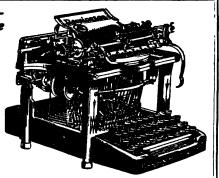
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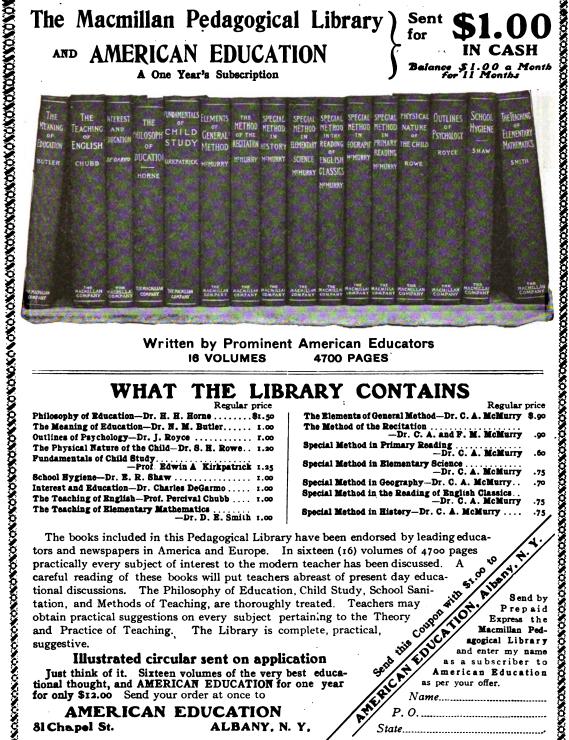
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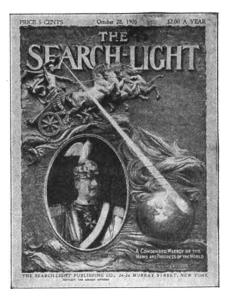
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Vol. IX.

MAY, 1906

No. 9

#### Interest in Education

B. L. THORNDIKE, TEACHERS' COLLEGE

TO a normal boy or girl physical or mental work without interest is an impossibility. When one does the most interesting work he still does it from interest—interest in the avoidance of punishment, in maintaining his standing in class or in preserving his self-respect. Interest of some sort there must be.

The problem of interest in teaching is not whether children shall learn with interest or without it (they never learn without it), but what kind of interest it shall be; from what the interest shall be derived. There need be no quarrel between those who say all work should be made interesting and those who say all proper work should be done whether it is interesting or not, for both statements are true. The actual difference of opinion is about whether we should in large measure derive interests in school work from the common instinctive interests in play, action, novelty, emulation and the like, or should derive them from the abstract and rare interests in duty and knowledge. The latter interests are the higher and if they are present it is well to appeal to them. But in actual school work the choice is commonly not between the common instinctive interests and these higher ones-not between, for instance, curiosity and love of pure truth -but between one common interest and another, between, for instance, curiosity and fear of punishment.

The practical rules are simple: Having decided what an individual or a class

ought to learn, arouse as much interest in it as is needed. Get interest, but derive it from the best interest available. Other things being equal, get interest that is steady and self-sustaining rather than interest that flags repeatedly and has to be constantly reinforced by thoughts of duty, punishment or the like. Get the right things done at any cost, but get them done with as little inhibition and strain as possible. Other things being equal, work with and not against instinctive interests.

It is a common error to confuse the interesting with the easy and to argue that the doctrine of interest is false because it is wrong to make everything easy.

This is an error because in fact the most difficult things may be very interesting and the easiest things very dull. Walking, scribbling and nodding are not more interesting than running, drawing pictures and making up faces. Indeed difficulty is of itself rather interesting than otherwise.

The real facts are that work at which one utterly fails, with which one makes no headway, is commonly uninteresting, that the same thing becomes easier to an individual when attacked with interest, and that to any individual those lines of work for which he possesses capacity are commonly interesting.

Two things may be meant when a study or lesson is called hard; first, that it is generally so regarded, and second, that the individual doing it finds it hard. It would be a cowardly principle of teaching to omit work merely because it was hard in the first sense. But it would equally be the height of folly to despise an individual's work merely because he found it easy. The obvious course is to face bravely the tasks that are commonly esteemed hard and then do everything that can properly be done to make them as easy as may be.

A second common error is to confuse the feeling of interest with pleasure and to argue that we cannot make school work interesting because some necessary features of it simply are not pleasurable. It is of course true that many things must be done by a school pupil which produce no pleasure, but they may nevertheless be done with interest. A tug of war and putting up the heavy dumbbell the fiftieth time are definitely painful, but may be very interesting.

A third common error is to over estimate the strength of children's interests in abstract thinking such as characterize the logical aspects of arithmetic, formal grammar, deductive geometry and the syntax of foreign languages. In high schools where the pupils represent a selection of the more capable and scholarly, the teacher may depend upon a fair amount of the interest in mental gymnastics in thought regardless of its content. But even in high schools this in-

terest will be slight in a majority of cases and in the grammar school it is never safe to depend on it as a motive for a class. For the majority of all minds and the great majority of untutored minds demand content, mental stuff, actual color, movement, life and "thingness" as their mental food.

There are two failures of teaching with respect to interest. The first is the failure to arouse any mental zest in a class, to lift the class out of a dull, listless, apathetic, good behavior, or keep them from illicit interests in grinning at each other, playing tricks, chewing candy and the like. This we all recognize as failure. The second type succeeds in getting interest, but the interest is in the wrong thing. Many a class sit entranced as the teacher shows them pictures-they are thoroughly interested and attentivebut they have no interest whatever in the principle or fact which the pictures are to illustrate. A lecturer can always get interest by telling funny stories, but again and again he will find that the real content of his lecture has been entirely neglected. Too often the picture, the story, the specimen or the experiment removes as much interest from the lesson itself by distracting the pupil as it adds by its concreteness, life and action. It is never enough to keep a class interested. must be interested in the right thing.

#### **Spring**

EDWIN CARLILE LITSEY

Full-draped in palest green, a sweet wraith glides
Among the trees long held in Winter's grasp;
Her fairy fingers break each icy clasp
In doleful hollows and on dank hillsides.
Her girdle is a filmy band of light,
Her flowing hair is bound with tender leaves,
And with a sap-charged wand she deftly weaves

A charm above the breast of Nature white.

Pulses with new-born vigor from the sod.
And lo! The paths her magic feet have trod
Break into life—life glorious and warm!
And down, and up, with regal mien she goes.
The brooklet quivers, slumbering seeds awake:
The thousand hearts of Nature stir and quake,
And verdure smiles where lately lay the snows!

Her face exultant, and her radiant form

—The Pilgrim.

#### Agriculture in the Schools

L. H. BAILEY, CORNELL UNIVERSITY

HERE is now a decided movement looking toward the introduction of agriculture and related subjects into the public schools. More than thirty of the states and territories have taken some kind of official action in this regard. Just how these subjects are to be introduced is not yet determined, and it may be several years before any efficient body of agricultural thought is introduced into the greater part of the public schools. There is no question, however, that this introduction is sure to come. The whole tendency of our civilization is to put the educated man into the work of the world and to give every person a training for efficiency in the life in which he is to engage.

All this does not mean that we are to neglect the fundamental principles of education. Rather we are to work out the fundamental principles of education in a new way. We are to work them out in terms of other subjects from those that customarily have used. I doubt whether distinct separate courses in agriculture will be found to be practicable in most of the elementary schools. In the primary grades the nature study idea will be the leavening influence, putting the child directly into touch with the things with which he lives. The nature study movement endeavors to use common affairs and objects and phenomena as means of training the mind.

In the intermediate grades the probability is that agriculture will be taught by giving agricultural applications to the general fundamental subjects that already are in the course of study. We have introduced too many subjects into the schools. We need to simplify rather than to complicate the school course, but we can introduce local applications in the studies that

are now a part of the school work. For example, after the fundamental work in number is acquired the problems can be very largely local. There are sufficient agricultural arithmetical problems to afford all the drill and practice that are now afforded by the copartnership and middleman problems that are in use in the schools. The geography teaching now attempts to begin with the local environment. A good part of this local environment is the farms. and a good deal of farming can be taught in the geography class. Manual training can be given an agricultural trend when necessary. The same can be said of drawing and other subjects.

When the high school is reached, separate optional courses in agriculture may well be given as soon as teachers and facilities are provided. This work should be of a scientific character, of equal training value with physics or chemistry or botany, and it should lead directly to entrance credits in the agricultural colleges and universities.

We must make haste slowly and in doing so make it fundamentally and permanently. We must not forget that schools are schools and that their general tone must be elevated and their general efficiency increased before we can hope for any successful results in the teaching of common life subjects. Merely to introduce agriculture into the rural schools as they exist at the present day will be of no particular consequence. The whole tone of the school must be raised. This elevation must come from the elevation of the sentiment in the community. More money must be had for the schools in order that better facilities and better teachers may be employed and the whole atmosphere of the school be made attractive.

#### Exercises for Health

LUTHER H. GULICK, M. D. DIRECTOR OF PHYSICAL TRAINING IN NEW YORK PUBLIC SCHOOLS

TEN years after a boy, or a girl, has graduated from grammar school he may have forgotten even such fundamental facts in history as when Columbus discovered America, or the list of the Presidents of the United States; he may have forgotten how to solve even a simple equation in algebra. But if he left school with an erect and vigorous body, he probably still retains it. If he left school with a shambling gait, his head poked forward and with ill health or lack of vigor, these have, to a considerable extent, stayed by him. If a girl goes through school and comes out clumsy, ungainly and awkward, chances for her remaining so throughout life are very great. If she comes out of school graceful and gracious these will stay with her throughout life.

The boy who applies for a position, who is erect, manly, vigorous and clear-eyed stands a far greater chance of securing the desired work than where the opposite qualities are shown. The manner of the woman who is graceful and gracious, commends what she desires to accomplish, while the opposite qualities make her every endeavor more difficult.

School physical training aims to give to each boy and girl, so far as possible, these qualities. In the old days there was plenty of playground space, so that the whole school could be turned out into the yard and have a good romp for fifteen or twenty minutes. A school in the crowded city with two, three or even four thousand pupils cannot possibly do this. The limitations of playground space are absolute. The great games which have been played from time immemorial by school children cannot be played because the space conditions have been altered.

Children are obliged to sit at the school desk approximately five hours a day.

Their arms are forward much of the time, they are looking down and they are quiet. Even if we could give them the old-fashioned recess, this would not counteract the effects of the school desks. It has been shown many times that special exercises are needed to counteract this forward bending effect of the desk, so that school gymnastics are needed for one great reasonsecure good carriage; that is, to counteract the general inactivity of the five hours of school life. This object of school gymnastics can be met in comparatively few minutes per day. They do not do away with the necessity for mental relaxation; they do not take the place of play outside of school at all. They are merely the internal corrective to dangerous tendencies of the school life itself. Most everybody has noticed that after they have sat still at a desk for an hour or so they feel restless, and they feel like standing up and stretching and yawning. This is a natural The back has been bent forward and now it should be straightened with great vigor. A person that has been sitting still should breathe deeply, and should stretch all the muscles-the heart should always be given a little extra work to do.

Simple exercises, which can be done in two minutes, should be done by the children at the end of each hour. These would tend very largely to overcome the effect of the school desk. The exercises which are used in the New York public schools, known as the "two-minute sitting-up exercise," are as follows:

TWO-MINUTE SITTING-UP EXERCISE

(To be taken twice in the morning and once in the afternoon)

Class stand.

Deep breathing (4 times). Inhale and exhale forcibly. The inhalation particularly should be forced to the utmost. The

neck should be pressed firmly backward against the collar.

Stretching (4 times). Bend the back gently forward; straighten the back, raise the chest and lift the arms as high and as far back as possible; keep the elbows straight. The last part of this exercise should be done with as great vigor as possible. Count two while the upward position is held.

Knee bending (8 times). Keep the trunk erect; bend the knees half way; rise.

Deep breathing (4 times) as at first. Class sit.

These experiences are simple. They are rather pleasant than otherwise; they have demonstrated their effectiveness. Running around playing tag is a good thing, but it does not accomplish these specific results that are accomplished by the two-minute exercise. Some people object to school gymnastics, because they do not understand this precise aim. They think that the object of school gymnastics is merely that of general exercise.

To illustrate how the old-fashioned recess is no longer adequate. If fifty children in a classroom are to have a fifteenminute recess, which is to be used in the

old-fashioned way, and there are eighty other classrooms that are doing the same thing, practically all of these children must remain in their rooms. In a classroom that is full of desks there are comparatively few games of the old-fashioned type that can be played. The furniture does not admit of roughness, and great noise cannot be made. Exercises must be devised which are good for children and which can be carried on right in the classroom. These are school gymnastics. They are not as interesting as the games, nor are they for purposes of relaxation. They are to overcome the effect of the sedentary hours. This work can be done as well, so far as the exercise is concerned and very much better so far as the relaxation is concerned, if the pupils could have a romp in an old-fashioned grassy school yard, but the old-fashioned grassy school yard is not to be found in the city.

School gymnastics justify the time and expense given to them if the boys secure by these means erect, vigorous carriage, and springing, elastic muscles with vigorous health. And for the girls if they become strong and healthy, graceful and gracious in manner.

#### The Stream

Far in a forest's ferny fastnesses

It bursts from under-earth, brims a dim pool,
Leaps down a ledge, then, glinting clear and cool,
Darts from the shrouding shadows of the trees.

It cleaves both marsh and mead, by slow degrees
Widening and deepening; owns the sway and rule
Of curbing circumstances, though not its tool,
Joining the calm of the unplumbed seas.

Thus with the current of our lives, so small
In its unknown beginnings, waxing great
As it goes winding through the stress of years,
Guided by some divine, o'er-brooding Fate,
Until it joins the ocean that we call
Eternity, beyond God's swinging spheres.
—Clinton Scollard.

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#### Teaching Pupils How to Study

PRIN. K. L. THOMPSON, CATTARAUGUS, N. Y.

A CHILD, a creature of impulse and of lawless will, is living through the happy, care-free days, when he knows little of the world which he must face. He is "father of the man," yet knowing nothing of man's needs. The watchful parents finally observe the signs that seem to indicate the child's fitness to enter upon the preparation for life. Then off goes the child from the world of play and of imagination to the school which is to open for him the doors of life.

Why does the parent send that child to school? Because ignorance is not to be tolerated, because the child should learn to read and write, because the boy or girl must have an education, must acquire knowledge. But, after all, is not the greater and more important purpose of school life -the training of the child's mental powers in such a way that he may not only acquire knowledge, but know how to acquire knowledge? Is it not more important to be able to draw a picture than to possess volumes of theory about it, and yet lack ability to take the first step? To have the mental powers so trained that they may know how to grasp a new fact is truly the greatest end of education. By the mere exercise of verbal memory, we may seemingly acquire a host of facts. But do we know how to gain more? Do we understand what we have retained? Is it knowledge or lumber? Which ought the child to obtain?

If you but glance through the programmes of well regulated schools, you find preparation periods assigned to nearly every subject of the lower grades and to a good share of those in the higher grades. This is again a very forcible bit of evidence that study, the knowing how to get hold of new ideas through the word sign, is a very important subject.

In considering the subject of "Teaching Pupils to Study," we must consider

- 1. The mental status of the child on entering school.
- 2. The teacher's duty with reference to the child.
- 3. The nature of study and the mental processes concerned.
- 4. The nature and amount of study in the various grades.
- 5. How we can help our pupils to correct habits of study.

First, then, let us consider briefly the mental state of the child as he enters school at the usual age of five. In his earliest days, a true scientist, learning all for himself, gaining nothing otherwise, he has learned to investigate. Speech came and he learned from others. Impressions, correct and incorrect, are forced upon him. He continually seeks the why and the how. and a vast amount of conjecture must go on in that small but ever busy brain. By the age of five, he has stored up a vast number of precepts, many concepts, right and wrong. He has a good sized vocabulary, and is able to associate the mental image and real object with the sign. has in a way succeeded in getting thought from books, for he has referred the pictures to his own ideas. He is like the spring of a watch, a strong bit of potential energy, waiting for the moment that this energy may become kinetic and forceful.

As said before, he is lawless, he knows no restraint save his own will, and woe to the person who happens to thwart that will! He is able to turn his mind to things, to give attention, though not for long to one thing. In this state, he comes to us, equipped with everything necessary for work, mind, will, a power of attention, and a stock of rudimentary, roughly classified knowledge.

First, then, the child's mental condition; second, the teacher's duty to the child.

Teachers, what is your duty to that child? As Virgil led Dante through the three worlds to come, so are you to lead that child through the first dislike of restraint through all grades till the highest circle of learning be reached.

You must go to him, seek out his previous condition, utilize his percepts and concepts as stepping stones to new facts, to turn those boundless energies to new and better uses. You are to teach him knowledge, but more than that, how to acquire knowledge. Nor is your duty done till you have reached this end.

Fiske very significantly says, "Let the mind of the pupil be studied as well as the quality of the lesson determined. What has been learned should become known to the teacher, but how the student proceeds in gaining knowledge should also be investigated, and guidance afforded."

You can confer no greater benefit on the child than teaching him correct methods of thought getting, for the results will follow him everywhere, in whatever line of business he may engage.

First, the mental status of the child; second, your duty to the child; third, the nature of study.

"Study is the attentive application of the mind to an object or subject for the purpose of acquiring a knowledge of it. Study involves persistent attention and continued or prolonged holding of the mind to the knowing of an object by acts of the will." (White.)

Study is then first an act of mind; second, it is based upon persistent and prolonged attention and will power; third, it has for its end, that knowledge of a fact may be acquired.

Study is a mental act by means of which the individual appropriates facts and assimilates them to his special use. Popular usage limits the word quite largely to study of books, though books are by no means all we have to study. This mental act is not native to the child, but is acquired. At first it is a decided effort, as wearisome as any new form of labor; by repetition, the first mental act of study becomes a habit, free from the conscious effort toward acquisition, and accompanied by a feeling of peculiar pleasure. This habit is a matter of cultivation, and is dependent on the power of application, and subject to all laws of habit. Only he can acquire this habit who can turn his mind where he will, and hold it where he will as long as need shall require. Here, then, is the weak point in many a pupil's work - the irrelevant world will crowd in, and power is lacking to shut The ability of self-direction is it out. lacking, but the germs are there; for the mind is responsive to stimuli.

How important the habit is can be realized only when we consider that what we are in life depends upon our ability to add to our store of knowledge. It is not so much what we know, as that we are able to learn what may be necessary, when occasion arises.

Study is then a mental act, subject to all the laws of mind, and forming knowledge for us in accordance with those laws. It is likewise a most valuable habit, and worth any sacrifice to secure.

Study is subject to certain conditions:—

1. It is something we must acquire, which does not come by intuition. Therefore, we must be taught. As pointed out before, it is your duty, teachers, to cultivate this habit in your pupils. You teach elementary subjects, the grammar school subjects, the high school subjects. Can you be said to know those subjects? Does not your ability to instruct the children depend upon the thoroughness of your own education along those lines, coupled with the skill to convey that knowledge to others? If you are to teach pupils to study, you must be a master of the art You must know how the facts enter the mind and become classified, you must know the various methods of attack. You must be familiar with the obstacles; you must know how to study systematically and economically. Personally, I prefer to teach a subject for the knowledge of which I have had to labor, for the reason that I am myself more conscious of the processes of study of that subject. Your knowledge of the art of study then is the first great condition.

2. Study implies attention. Attention is of two kinds, passive and active. The former is a spontaneous, reflex condition, present in the child from birth. The fleeting, changing activities of the child are but an evidence of passive attention. The latter, the active attention, is a habit, and is the result of cultivation. Both kinds of attention acquire strength from frequent use, and both form the prime essential of study. The rule that a faculty is developed only by its constant use holds good here.

Passive attention is largely accidental, aroused by whatever may appear to the mind. It is roused by an outward impulse and is free from control. Compayre says it depends on "Fascination." But the same causes will not call forth passive attention in every child. Much depends upon personality and environment. A child will attend only to what pleases him, and what pleases him depends wholly upon the child. Again, a child attends to lessons when everything else is absent from his mind. Let a mouse scurry across the floor, or the thought of a possible muskrat in his traps pass through his mind, and the school-room vanishes. But nothing could draw his attention away from the passing circus parade, except, perhaps, acute suffering or very intense mental stimulus.

Passive attention is also variable in quantity. We are never wholly in a state of inattention to anything, but we evince different degrees of attention.

You have perhaps tried to rouse a child suffering from toothache or headache, or one smarting under a feeling of injustice. What success did you have? Was he attracted by the unfailing means of other days? Can you interest a child in fire crackers on an ordinary school day, turkey on May day, Easter eggs at Christmas? Which requires the greater effort, to awaken reflex attention at nine A. M. or three-thirty P. M.? What luck do you have in interesting girls in machinery, or boys in paper cutting?

If attention is dependent on interest, and it is, then we must discriminate between the abiding and the fleeting interests, and be able to avail ourselves of both.

Active attention is a selective process, used in obtaining an object of desire, and roused by an inward impulse. It is based upon interest, but upon that interest which we create in an object, owing to a need for It is of shorter duration than passive attention, and is generally supplanted by it after a short time. We force ourselves by an act of will power to attend to something of no present interest to us, but the intense application results in a derived interest. From that time on, passive attention holds us to the work. Active attention is subject to much the same laws as passive attention, and can be used only when conditions are suitable.

Active attention is in reality a creation of education and training, and while containing all the elements of passive attention, contains superadded powers. Says Hinsdale, "The problem of the teacher is to develop, through repeated acts of choice and persistent application, the power to apply the mind vigorously to the appointed work of the school."

What can you do to develop active attention?

- 1. Do not talk about attention.
- 2. Appreciate the difficulties in the way of the child.
- 3. Place a limit on the time that may be spent on a subject.
- 4. Utilize passive attention to arouse active attention.



5. Secure a proper attitude of the school, proper physical and aesthetic conditions, use your own personality, require silence. In a word, make the conditions of the school such that an atmosphere of keen attention is present, crowding out the foreign ideas.

In order to develop well a correct manner of study, both types of attention must be united; will and interest must be made to work to the same end, new interests must be developed from the old ones.

Unless a child has a fund of will power by means of which he can direct his thoughts where he chooses, he will fail of attention and of intelligent study. So you must cultivate a right use of the will, thereby enabling the child to choose and decide. Upon attention, guided by will, does all right study depend.

3. What then is the end of study? Study is to enable the pupil to master the facts of any subject to which he may turn his attention, in a logical and connected order. Verbal memory will give him the facts only in a haphazard, unrelated sequence. Only those facts that are learned by careful, intelligent study become our possession for life.

First, the mental condition of the child; second, your duty to the child; third, the nature and mental processes of study; fourth, the nature and amount of study in the various grades.

Study is dual in its nature, oral teaching, or study through the teacher's word; book study, or study from the printed page. These vary in importance as the years go on, oral teaching being greater at first, but finally almost entirely supplanted by book study. Study in the first form may and should begin with the first school lesson, and should be carried on continually through school life. Book study in reading begins with the first primary year, in number with third or fourth year, in geography and language with the fourth year. The beginning of book study should not mean

a cessation of oral teaching. The processes are complementary, and oral teaching must prepare the way for intelligent book study.

What as to the amount of study? Very little study at first, none without the aid of the teacher. No home lessons till the fourth grade, and then only one, possibly arithmetic, well supplemented by oral teaching. Throughout the grades, a teacher's whole attention should be given to showing the child, by example, how to pick out the thought. There should be no formal study of the art as such, simply let the child learn correct methods by imitations of the teacher from oral teaching. The how and the why, formally stated at this period, would be absolutely lost. The pupil is not mature enough to understand.

The aim of the first five years of life should be to secure a good physical development, and of the second five, to secure a moderate mental training. To give the substance of one writer's thought—the child of ten should have some power of application, some habit of study, and should know the pleasure which comes from conquering difficulties.

The study-recitation, joint work of teacher and pupil, should follow the primary work, and be graded in difficulty. Then should follow the study-lesson, in which the pupil is left alone to absorb the knowledge from his books, but for which work he has received sufficient and pertinent preparation. The results of the study lesson are revealed to the teacher in the recitation lesson, the union of the five formal steps of teaching, formulated by Herbart.

In the high school, formal instruction in the art of study should be given such pupils as are mature enough.

First, the child's mental status; second, the duty of the teacher; third, the nature and processes of study; fourth, the nature and amount of study in the various grades; fifth, how can we help our pupils to gain correct habits of study.

The greatest weakness in study is the fact that pupils do not know what is expected of them. It is not enough to assign by page or paragraph. It would be better if our books had no numbered pages or paragraphs, if we can use them only wrongly. The question is not how much, but what. Be definite in your preparation of the child for study, let him see the purpose of the lesson. In languages, he is not to take twenty lines, he is to translate twenty lines, he is to look up certain facts about certain words and phrases; in history, certain definite points are to be studied, in accordance with a prearranged method of attack.

Be considerate of the child's time and ability, and require no more of him, than he can do well. A poor preparation is as bad as none.

Keep your preparation ahead of the work. Know the points of difficulty, the new words and thoughts, and prepare the way for the child's perception of the truths.

Do not do the work for the pupils; simply be a leader and show them how to do their work. They will gain strength only from their own work.

Remember that primary concepts in every branch of knowledge must come through objective teaching; that with younger children, spoken language is more easily understood than written, for it has the assistance of facial and bodily expression, which the child has long been able to understand.

Teach the value of system, a certain amount of time for certain subjects, which time shall not be absolutely invariable, for intelligent study must yield to circumstance. To quote from personal experience—I recently noticed a card on the desk of a high school pupil, and, out of curiosity,

picked it up. That card contained a schedule of recitations for the various days, and also what subjects were to be studied at certain hours. That pupil had learned the value of system.

To sum up the points briefly:

- 1. The pupil comes to us with all the equipment necessary for work—mind, will, power of attention, rudimentary knowledge.
- 2. It is our duty to utilize this natural equipment, and arouse in the child the desire for learning, and give him the means of gratifying that desire.
- 3. Intelligent study grows out of attention and will, and works toward the lasting acquisition of knowledge. It is a habit strengthened by abundant use.
- 4. Passive attention is first to be used, and is to be roused by suitable external motives and incentives, to follow where interest or fascination leads the way. It varies with the mental state, with the time of the year and the time of day; with the surrounding influences and the natural bent.
- 5. Active attention is to be developed from passive attention by means of derived interest and inward impulse. No genuine study can come without active attention.
- 6. The teacher must know how to study, in order to teach the child to study.
- 7. Will and interest must be made to co-operate; oral teaching and book study must be combined in proper proportion.
- 8. The amount of study varies with the age, ability and home and school environments of the child. It is conditioned by the school attitude, the nature of the physical and aesthetic environment, by intelligent preparation of the way by a teacher knowing fully the difficulties, by system.

In life's small things be resolute and great To keep thy muscles trained; know'st thou when Fate

Thy measure takes, or when she'll say to thee, "I find thee worthy; do this deed for me?"—Lowell

#### A Study of the Idylls of the King \*

H. A. DAVIDSON

#### II. GARBTH AND LYNETTE.

N Gareth, the young knight, full of enthusiasm and noble purpose, Tennyson presents the ideal manhood of Arthur's dream in those early days when a "healthful people moved in the presence of the gracious king," and noble deeds were done for "the deeds' sake." Yet the story of "Gareth and Lynette" is one of weird devices, "New things and old, co-twisted, as if time were nothing." Mystical emblems, and bits of allegory mingle with the narrative of deeds; in the beginning is the gate of the city, like no other, carven all over with sacred symbols, and after the last fight the face of a blooming boy issues from the cloven skull of death. double meaning running through an apparently plain narrative is a real difficulty for the teacher whose pupils are young and little used to interpret the subtle meanings of complex literature. The mind of youth yields itself readily to the charm of allegory or of fable, pure and simple; the appeal is to the imagination, which in early years rises eagerly to any call and follows the chase far, provided only that the tale be simple, direct, and plausible, in accordance with the conditions assumed in the beginning. But in "Gareth and Lynette," the old story is used to convey new and subtle meanings; for the young reader, the result is confusion in following the narrative and a lessening of interest in the story, for no sooner is the mind fully committed to a tale of mediaeval adventure than it comes upon some ideal of conduct, or character, drawn from our own day, which, at once, destroys the illusion.

The full appreciation of *Idylls of the* King requires so much maturity of taste and intelligence that it seems doubtful whether they should be placed in courses

of study arranged for boys and girls scarcely beyond the years of childhood. That familiarity with these beautiful and noble poems cultivates in the child the love of verse is fully admitted; but, on the other hand, the older child in college halls, rarely returns with trained powers and new insight to con over the literature made familiar in early years. Thus, he who comes too early to great literature is deprived of more than half his birth right. The teacher, however, is seldom free to choose her task with reference to the need of the individual class. Subjects are prescribed in "entrance requirements," and, many times, these are necessarily experimental; in no other way would it be possible to avoid a fixed requirement and the tendency to routine. The real question, then, is how to make the study of the Idylls required in college entrance examinations most profitable.

In teaching "Gareth and Lynette" it is of first importance to secure interest in the story as a narrative of adventure. It must be made to seem a continuation of "The Coming of Arthur," and several lessons may well be devoted to detail common to the Idylls, which, if familiar, will serve as background and explanation of the narrative of Gareth's adventures. In the first Idyll, it is told how Arthur came into his rightful inheritance; that he might make a kingdom and reign, he must needs be crowned and wed a queen, who should be one in purpose with himself; and he must have a body of knights, loyal and ready to do his will-"we follow the King," sang they, with one voice. This knighthood constituted the Order of the Table Round, an account of which may be found in Malory's Le Morte D'Arthur, book III. chapters I. II and IV. and in book IV.

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chapters IV and V. These passages may be assigned for reading with such study-topics as the full number of seats around the Table; the two seats always vacant; the pledges required of the knights; how seats falling vacant were filled, etc., etc. Then, inquire how many knights belonging to this order were named in "The Coming of Arthur," and how many appear in "Gareth and Lynette." After this, a little time may be spent upon the characters, incidents, or places, in "The Coming of Arthur," which seem to belong to the continued story.

In the preparation of these preliminary lessons, pupils should be asked to make lists, with references to the Idylls, of (a) persons, (b) places, (c) incidents, ideals, descriptions, etc., which, directly or indirectly, appear in both Idylls. This presupposes a hasty reading of the entire Idyll of "Gareth and Lynette," but this preliminary reading will not lessen interest, and will prove a useful preparation for later tasks. Tennyson's verse is so inwrought with delicate beauty and so rich in meaning, that a single reading gives no more than a glimpse of treasures to be gathered later; moreover, this rapid reading, is a very simple method of fixing the pupils' attention upon the movement of the narrative, which will remain in his mind in outline during the slower study to follow.

After these lessons, teacher and class should read and study the text together, The teacher should reserve day by day. from the full number of lessons allowed for "Gareth and Lynette," as many as will be required for topics and tasks that should follow the careful study of the text. The Idyll may then be divided into sections of the number of lines required to complete the reading in the time at command. In preparation of these sections for the hour of recitation, the pupil should be requested to read the verse aloud, more than once. If time permits, it is desirable that reading aloud should also find place in the class room, where the teacher should invariably take her part as one of the readers; the class should also be taught to listen, with closed books, to the voice of the reader. There should be little criticism or repetition; the exercise must not be turned into a reading lesson, nor must attention at any time be diverted from the purpose of the reading, namely, to render the meaning of the verse clearly, and to preserve the natural phrasing and the beauty of the lines. The teacher's part will be best fulfilled, indirectly, in her own reading, now and again, of passages that require the interpretation of the voice.

But the reading of Tennyson's beautiful verse must not be substituted for serious study of the text. The pleasing of the ear, the cultivation of a perception of rythmic harmony in verse is no more than the beginning of the teacher's task. She should lead her pupils to understand the diction of poetic expression,—a language unknown to the young,—and should give them a true. if an elementary, appreciation of noble verse. Study-topics should accompany the assignment of each section for reading. These topics should follow a few lines of study carefully chosen, and others, equally attractive, should be reserved for later lessons. The value of reading and study will, in great part, be lost, if attention is called to one class of ideas in one lesson and in the next another and entirely different line of thought is the topic of discussion. First of all, each pupil should prepare an outline in sequence of the incidents of the story. It is not necessary to employ technical terms, or to speak of beginning and dramatic action. The series of acts each one of which leads to another, will be selected readily, and a brief outline may be placed upon the board for discussion. Then each member of the class should bring a list of characters appearing in the section read, with references to lines either in "The Coming of Arthur," or "Gareth and Lynette," giving any description or characteristic of the person. For instance, Modred, in "The Coming of Arthur," l. 322, is listening behind the door; in "Gareth and Lynette," l. 409, his shield stands in Arthur's hall, as "blank as death." Again, every expression of the King's ideal of noble character should be marked for reference, and perhaps committed to memory. In "Gareth and Lynette," the ideal expressed in "The Coming of Arthur" is enlarged upon many times; as in the comment upon King Mark, "Accursed, who strikes nor lets the hand be seen!"

In the reading, the instructor must, in some way, see that the full meaning of the connected narrative is clear to every student. The text should, however, always be treated as objective narrative, the interpretation of allegorical passages being reserved until the reading of the Idyll has been concluded. In the narrative as a whole, the real object of Gareth's quest must not be forgotten; he set out that he might show himself worthy of a seat at the Table Round. The love story which absorbs the interest, as, step by step, the hero overcomes the scorn of the Lady Lynette, is incidental to the main purpose of the quest. The moment of greatest importance in the story must, therefore, be sought for in some achievement which proves the quality of the young knight and entitles him to the honor he so eagerly desires. In addition to these topics, if there be time, each member of the class may be asked to repeat the passage he likes best, or thinks most beautiful. In this exercise, the teacher should always include herself, but reports may be accepted with little critical explanation. A reason for the selection may be given, or the special beauty of the lines may be pointed out by way of appreciation, but critical study of poetic beauty should not be undertaken at this point in the study.

After the Idyll has been read, or studied, in this way, it may be compared with the old story from which Tennyson drew his

material; the author's own words, "he that told it later," and the different conclusion, invite this comparison. The story of Sir Beaumains, Malory's Knight, is given in book vii of Le Morte D'Arthur; a list of chapters, chosen with reference to the incidents of this Idyll should be posted for the students' guidance. Topics for study will be found in the comparison of Malory's story with Tennyson's, in noting omissions or additions by the poet, in connection with reasons for the changes, High school students may even be asked to note all lines. in Tennyson's Idyll, in which suggestions of the phrasing has been borrowed from the older text.

"Gareth and Lynette" is rich in allegorical meaning, and there are many passages well suited to the understanding of young students. These may be made subjects of study; in each, the parallelism should be carefully traced. It is not enough to point out hastily the meaning signified; step by step, the points in description or narrative which adapt it to allegorical use should be noted, and, later, the use of each in expressing the thing signified, or the correspondence of meaning and symbol should find formal expression in words. young mind finds in the effort of phrasing new ideas a most effective discipline. should never be forgotten in the study of these passages that each part of description or incident thus bears a double part, the literal one, and the allegorical meaning. Thus, the black armor of the last knight whom Gareth met is, in the story, no more than plain defensive armor, but in the allegory it signifies the habiliments of mourning. It seems wise, also, to select only passages which may be studied and interpreted in their own text. The symbolism of wider significance in which the whole Idyll bears a part is subject of study for more advanced students than those in secondary schools. There are many fine passages, however, which may be interpreted in one meaning, while another and wider

is not touched upon. Such is "The city built to music, and therefore never built at all, and therefore built forever." finding of similar symbolism in "The palace of art," and in Ænone, and the stories of the power of music in classical times, are quite within the compass of high school students. The common belief in the elevating and refining power of music may also serve to suggest an interpretation sufficiently definite to be helpful to the student, but the fine symbolism of Tennyson's figure depends, in its full significance, upon the conception of a spiritual city which again consists in the life and ideals of the subjects of the King, and this, again, suggests the position of the King as the culture hero, standing between two ages, striving to lift the men of the past to a nobler and better civilization than they had known. There is much in all this and in the infinite literary skill of its presentation beyond the appreciation of minds only just beginning the serious study of literature. In the same manner, the significance of the hardened skins, or of the blooming boy emerging from Death's hideous mask, maybecome clear to young readers, while the real reason for the change in the ending belongs to the subtle inner meaning of the Idyll in the series.

In nothing else is the instructor so liable to err as in the interpretation of allegorical narrative intended to convey, symbolically, spiritual truth. In the first place, many teachers find the subject one of such intrinsic interest that, unconsciously, they express in its fullness their own understanding of the passages. In a sense, this is pardonable, since keen personal interest is always stimulating and beneficial, even when it finds expression in thought wholly beyond the understanding of the listener. Nevertheless, the first duty of the instructor is one of selection and adaptation to the minds he would lead. He stands, as it were, between the scanty knowledge and limited experience of the student on the

one side, and the accumulated store of observation, experience and thought which each generation holds in trust for the next. The understanding of the child is always dependent upon his previously acquired knowledge, his own personal experience, and his very limited power of comparison and reflection. In these must be sought the test of how far the immature mind may be led in the interpretation of symbolism and of poetic ideas. The conception the teacher would have the mind of the child attain must, first, be arrived at by an appeal to knowledge, experience, or thought already familiar and well appreciated; and, secondly, it must lead the child from old ideas to new ones not far removed. precludes the attempt to convey to the young person, as information, an understanding of life such as can only be arrived at through years of experience, and forbids the forcing of abstract ideas upon minds as yet leaning heavily upon concrete examples.

There is in "Gareth and Lynette" such a wealth of literary and poetic beauty that one who reads the Idyll only for story and allegory seems scarcely to have read it at all: Tennyson is, here, as every where, infinitely complex, and his verse is a composite in which beautiful descriptions, phrases rich in poetic significance, mingle with intangible qualities that, like an atmosphere, pervade and give color to all. The finest intelligence is taxed to trace the working of the master's mind, and perhaps only persons rarely endowed with poetic insight catch the full significance of each part of these wondrous poems in relation to the whole. For each one who reads. however, the appreciation of beauty grows through familiar and intimate knowledge, and the teacher who is able so to endear these Idylls to her students that, henceforth, they become to each a constant source of delight and inspiration, has rendered them an inestimable service.

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#### History in the High School

#### How Shall the Time Be Best Utilized?

HERBERT D. FOSTER, PROFESSOR OF HISTORY, DARTMOUTH COLLEGE

The question is so far-reaching as almost to preclude any definiteness of answer save in the broadest outline of the subject. Yet so much time is wasted by not teaching history that the answer, if clear and comprehensive, may help some teachers and superintendents perplexed by the maze of possibilities involved in modern methods.

The replies humorously given by two of my colleagues to the question may suggest a simple and serious answer. One said, "I suppose the time devoted to history could best be utilized by teaching mathematics." The other replied, "By sawing wood!" Clearly the real answer is: "by teaching history."

To teach real history without waste of time involves three things:

- 1. A clear and comprehensive plan for the whole curriculum in history, for each of the courses, and for each recitation.
  - 2. Adequate equipment.
  - 3. Adequate training.

#### I. THE PLAN

I. The plan for the curriculum in history in the high school should conform to that recommended by the Committee of Seven in their report to the American Historical Association, 1898 (published in 1899 by Macmillan under the title The Study of History in Schools). This plan, which is coming rapidly into widespread use, recommends:

For the first year in the high school, ancient history, with special reference to Greek and Roman history, but including a short introductory study of the more ancient nations, and closing about 800 A. D.

Second year, mediaeval and modern Euro-

pean history from the close of the first period to the present time.

Third year, English history.

Fourth year, American history and civil government.

Any school which cannot introduce all these courses at once, should begin now on this plan and get all the courses as soon as may be. At first it may be necessary to give some of the courses in alternate years, for example the European and English history. In this way, though only three courses are demanded of the teacher in any one year, the four courses may be taken in four years by the pupil; the only change is in the order of the second and third courses. This adaptation, though a compromise and distinctly inferior to the full plan, is better than dropping out any one of the four courses, or trying to cram two into one year.

- 2. The plan for each course. Much clearness of perspective and final result, and much time will be gained by determining on a definite plan for the whole of each course in advance. This plan or outline may be very brief and simple, but it should mark out what topics will be taken up with especial emphasis, and should indicate the additional reading to be done by teacher and pupil, and the maps to be studied and filled in.
- 3. The plan or methods for the individual recitation. This also should be carefully worked out beforehand, and the logical place given to the various kinds of work. There should be included:
- a. An accurate and modern text-book. In this case, modern should mean published since the report of the Committee of Seven in 1898, and embodying its recommendations, and suggesting topics and references for reading and map and written work. In selecting or changing a text-book, the point

to be considered is not the balancing of very slight advantages of one good text over another, but the insistence on a book of the right class. For each of the four courses there have been published more than one good book since 1898, and in most cases there is not a very striking advantage of one over the other; but there is a great advance over almost any of the earlier books.

b. Reading outside the text-book. is entirely feasible in any school, and is absolutely essential to rational work. amount and variety must of course vary, but the teacher who surrenders and attempts none is recreant to duty. It is of very slight value to read simply in other text-books (with rare exceptions) where one book utterly ignores an important subject and another gives a treatment which is of real value. The additional reading should rather give additional knowledge, train in use of historical material, and acquaint teacher and pupil with the recent and best available material, and also with the available and usable sources. The teacher or pupil who dreads the word "sources" would do well to read Herodotus' account of the Persian invasions; Tacitus on the life of the early Germans; the little life of Charlemagne by his friend and secretary Einhard; not only such documents as Magna Charta, but Sir Thomas More's picture of England and the effects of sheep walks; in American history, Franklin's Autobiography, or parts of Bradford's history.

c. Some kind of written work is essential to get the pupil to put his knowledge in orderly form, "to put things together." It is also valuable as a test. Note-books are only one form of such written work, and these need not be made so elaborate as to be a bug-a-boo. The time needed for correction of reports is often gained to the advantage of two teachers by having the reports in history serve as essays in Eng-

lish. The gain in time and training to the pupil is also evident.

d. Map work is essential to definiteness of knowledge. Events occur on the ground, not up in the air. Before the class should hang constantly good wall maps showing physical features. The habit of the German gymnasia where each pupil has always open before him on his desk an historical atlas is excellent. To train in exact location, to help the memory, and to test knowledge, pupils should fill in outline maps, showing physical features for a permanent background (logically the first map), and places and movements and boundaries located by means of these permanent physical features. He must first, however, be taught how to read a map so as to get at its information. Then he must be taught to study with an atlas before him. of his work should be done in preparation and handed in; but he should also be asked to show his knowledge in written tests by locations upon an outline map.

e. The teacher's contribution should not be forgotten. However modest he may be, the teacher should be able to give something, and should show how the pupil is to present his work. Nothing interests like the human voice, and the pupils should learn to value and review the words of the teacher. Here again a very slight beginning is sane and will lead to further efforts.

#### II. THE EQUIPMENT.

"Bricks without straw" is as impossible in the teaching as it once was in the making of history. But small funds or even lack of funds need not deter the enthusiastic and resourceful teacher. School authorities or interested citizens sometimes give unexpected encouragement when they realize definite and reasonable needs. A library of some sort is as necessary in history as a laboratory in chemistry. The public library may be made to supplement the school. Entertainments, an entrance fee to the graduation exercises, proceeds of a lunch

counter, these are some of the ways by which resourceful teachers have surmounted lack of funds for books.

The books should of course be the best books. To aid in the selection of these, the teacher should use such helps as Channing and Hart, Guide to the Study of American History, and Larned, The Literature of American History, and the lists in the best and most recent text-books. There should be for each course the generally accepted standard general history of the field, where there is one; then there should be good historical atlases; a few interesting biographies; some good books on special topics or fields; and some sources in available forms such as the many leaflets or reprints or source books afford. Care should be exercised to get the better and more recent books, and to make frequent, even if very slight, additions. A good supply of inexpensive outline maps is a necessity.

Equipment is not always to be had for the asking; but it is the plain duty of the teacher to ask and the equally plain duty of the community to provide adequate tools for work. If the asking is done of the right persons and in the right way, the response is likely to come in time, even more frequently than the teacher may expect. Would it be a logical application of the teachings of civil government to bring home to pupils and their parents in some sane and natural way the plain duty?

#### III. THE TRAINING

To train pupils how to use books and maps, how to "look up" a question, to take notes and use them in constructing a simple report, to tell a straightforward, truthful and intelligible story, to compare men and movements and conditions, "all this has fortunately been recognized as necessary by general consensus of opinion in the last decade.

But the thing that has not yet been realized by teachers and school authorities has been the imperative need of training of teachers in the method and the subject matter of history. Here again there is need of reasonable expectations and of encouragement rather than discouragement. Let the conscientious and poorly equipped teacher begin like the successful teacher who wrote the following answer as to how she learned to teach history so well:

"When I began to teach history it was thrust upon me 'to fill up my program,' and I never had had any actual training, except that supplementing my Greek and Latin in college. I went at it with spirit though my humility, my desire to do good work, and my awe in the presence of so big a subject, were of about equal proportions. Consequently I read volumes, everything I could get on methods and aims, beside the standard authorities on Greece and Rome, which was all I handled then. I used to visit schools to get points. I was not trained in the use of schemes and methods, and so I do not appreciate them as schemes, but rather as possible producers of results. So I cling to note-books, but very informally kept, analyses, outline maps, and so on, merely because I have found these things most fruitful of good results."

The next step of this teacher, as it might wisely be of others with like mingling of spirit and awe, was to attend courses in a summer school. There is ample and tempting opportunity for anyone to get the instruction and training in history in the summer schools of Harvard and Dartmouth in New England, of Columbia and Cornell in New York, and the summer sessions in many of the Western universities, where regular college courses are offered, often with especial provision for individual conferences and direction of the teacher in his special needs. Here is a chance to get not only the essentials in a given course, but also the best and most recent literature, the rational planning of a course, direction in handling of material, criticism of material, and new interest in the subject.

## Plain Talks On . Perspective

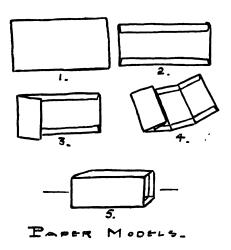
THEODORE C. HAILES, DRAWING MASTER, PUBLIC SCHOOLS, ALBANY, N. Y.

Number VI.

In my last communication, I tried to show how important it was to learn to draw the correct representation of the solid type forms. Many teachers neglect to have their pupils draw from models because they are unprovided with them. Let the children make them of paper. This is easily accomplished. The first method is for the teacher to make a set of patterns of thin cardboard or good stiff paper. The patterns should be provided with laps for gum-Half a dozen children will mark out a couple of hundred in half an hour and in another half hour all the children in the class at a general exercise will cut them Under the supervision of the teacher the patterns are then creased carefully and gummed or pasted. The completed models should be about 2 x 4 inches in size and the material used should be thick, tough, plain paper. If thin cardboard is used, the lines should be scored or lightly cut before bending, and do not forget that if you cut before bending, that the cut should be on the opposite side of the bend. If you attempt to bend the cardboard the other way, the result will be that it will break in two. you make the models of cardboard you had better paste or gum the edges together with narrow strips of paper rather than using laps. The strips should straddle the edges and run the entire length.

The cube, cylinder, all the prisms and all the plinths are quickly and easily made without the use of pins or paste in the following manner: Take an oblong sheet of thin paper about 5 x 8 inches and bend over something less than half an inch on the two long sides. Crease sharply by running the finger-nail over the bent edge. Now fold over about an inch and a half the short way, then fold over and over until the paper is all folded up. Crease sharply by pressing the folded paper firmly and then unfold. Now tuck the first section in the last section and your model is complete. If you have folded your strip into five sections you will have a square prism. If you want a triangular prism you need not make an entirely new model, but pull the model apart and fold on the first crease, then tuck in the doubled section.

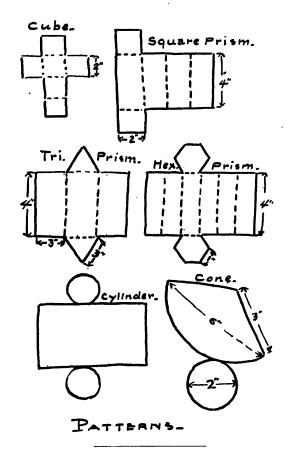
By varying the proportions of the piece of paper folded and the number of sections made you can make the cube and all the prisms and plinths. Of course they will all



be hollow and have open ends and tops, but that will not detract from their usefulness as drawing models. When not in use they may be pulled apart and put away flat in the children's drawing books, but the gummed models must be collected and cared for. The cylinder is made in a similar manner to the prisms, only it must be rolled instead of creased. Before tucking the ends together, the paper should be rolled rather tightly and pinched along the edges so as to get it nicely curved. We call that process "coaxing." When the children come to tuck the ends together,

they will often find that the end tried is too wide to be admitted. Let them turn the paper round and tuck the narrow end in the wider end. Most children will lack ingenuity to do this without instructions. If you prefer the first method of making the models, that is, making the patterns, the teacher should lay the patterns out accurately with compass and rule of course; in other words, they should be geometrically constructed.

Following are the rough diagrams for the several type forms.



## Recipe for a Sunset

CAROLYN TEBBETTS

Take some gold from a buttercup's heart, Some blue from the heavens free, Some green from a crest of curling wave That's filched from the changing sea. Mix well with a flush of the coral's pink, Add a bit of the pansy's hue, Then hang it up in the western sky And let the sun shine through.

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## Outlines of English Masterpieces

ELMER JAMES BAILEY, ITHACA, N. Y.

#### Irving's Sketch Book, Part Two

In the December number of American Education for 1904, outlines were published of such selections from Irving's SKETCH BOOK as were then demanded by the Regents. Since the new Syllabus seems to require the book as a whole, the following outlines of a large number of the remaining papers have been prepared to meet the requests of many teachers. Partly on account of space, but more especially because some of the articles are no longer valuable, and because in sketches intended to be pathetic, Irving became sentimental and approached dangerously near the morbid, some of the papers have been ig-nored. Hardly anyone can regard The Wife, The Broken Heart, and The Pride of the Village as artistic, while English Writers on America is useless because it is no longer true. Again The Widow and her Son is ineffective, Roscoe is of little interest at the present day, and Rural Funerals is really grewsome. Nevertheless if any teacher for the sake of completeness desires outlines of all the sketches, they will be prepared for some later

THE AUTHOR'S ACCOUNT OF HIMSELF.

I Irving's rambling propensities.

1. In early years (1).

(1) As a mere child.

(2) As a boy.
In early manhood.
(1) The influence of reading and thinking (2, 3).

(2) Satisfaction in American travels (3).

II. The attraction of Europe.

1. The charms of storied and poetical associations (4).

2. The desire to see great men (5).

III. Irving's travels abroad and their literary results (6).

#### B. Rural Life in England.

I. The importance of a traveller's observing country life in England.

1. The prevalence of the rural feeling in Englishmen (1-3).

2 The two sides of English character as seen

in town and country (4, 5).

II. The taste of the English for landscape gardening

1. The parks of the wealthy (6, 7)

The places of the middle class (8).
 The homes of the laborers (9).

III. The effect of rural life upon the national character.

1. Upon health and spirit (10).

2. Upon the mingling of the classes (10, 11).

3. Upon literature (12).

4. Upon the face of the country.

(1) In beautifying the land (13).
(2) In imbuing it with moral feeling (14-16).

#### C. A ROYAL POET.

I. A visit to Windsor Castle.

The castle itself (1).
 The season's influence.

(1) The visitor in the galleries (2).

(2) In the "large green courts" (2). The keep of the Castle (2).

3. The keep of the Castle Scotland.

II. The story of James I of Scotland.

1. His capture (3, 4.)

His captivity.

(1) The treatment accorded him (5).
(2) His poetic fancy as a consolation (6, 7).

3. The King's Quair.

Its subject and its peculiar value (8).
 The poem as a personal revelation.
 A reading of Boetius and its effect (9-

b. The despondency of the prince (12). c. A morning in spring.

(a) The garden from the window (13, 14).

(b) The appearance of the lady (15, 16).

d. The token (17, 18).

(3) The poem criticised.

a. Its language (19, 20).

Its author's place in literature (21, 22)

The king's later history.

His release from captivity (23).
 The events of his reign (24).

III. Windsor Castle at the time of Irving's visit (25).

IV. James as a man of poetic genius (26).

D. THE COUNTRY CHURCH.

The church (1).

II. The congregation and their paster.

1. The three orders of attendants (2).

The vicar and his ministrations (3, 4).

III. Irving's observations.The nobleman and his family (5) 2. The wealthy citizen and his family.

(1) The arrival of the carriage (6, 7).
(2) The family.
a. The citizen and his wife (8).
b. The two daughters (9).

c. The two sons (10). A comment on the contrasted families (11).
 The two families during service (12-14).

5. Their departure (15).

#### E. A SUNDAY IN LONDON.

 The influence of Sunday upon the city (1). Sunday morning.

1. Before service (2, 3).

2. The service (4). After service (5).

III. Sunday afternoon (6).

F. The Boar's Head Tavern.

I. The origin of Irving's resolution.

Votive offerings.

(1) To saints (1). (2) To Shakspere (2).

2. Irving's desire to pay homage to Shakspere.
(1) The difficulty in the way (3).
(2) The discovery of the means (4-6).

 The pilgrimage to Eastcheap. 1. Adventures upon the way (7)

2. Arrival and disappointment (8, 9).
3. The tallow-chandler's widow and her information (10-14).

4. The visit to St. Michael's church. (1) Irving's guides (13, 14). (2) The church (15, 16). (3) The cemetery (17-19). (4) Irving's disappointment (20). 5. A visit to the parish club-room. (1) The tavern (21).(2) The relics. a The tobacco box (22-24). b. The drinking cup (25-27).
6. Irving's departure (28-29).
III. Conclusion: Irving's bequest to future commentators (30, 31). C. A Traveller's Tale. I. Introduction: The Inn Kitchen. 1. The dining-room (1). The kitchen (1).
The story tellers (2, 3). The story tellers (2, 3).
 The Swiss (3, 4).
 The spectre bridegroom. Katzenellenbogen and its inhabitants. (1) The castle (1). (2) The baron (2). (3) The daughter. a. Her beauty and her accomplishments b. Her duennas and her conduct (4, 5). (4) The baron's household (6, 7).

2. An entertainment at the castle.

(1) The betrothal (8). (2) Preparations for the feast. a. The bride's toilet (9, 10).
b. The baron's plans and impatience. The bridegroom's journey.
(1) Count von Altenburg and his friend (13-17). (2) The encounter with robbers (18). (3) The friend's office (19-21). Herman von Starkenfaust. (1) The arrival at the castle. a. The delayed banquet (22-23).
b. The stranger's welcome (24-27).
(2) The supposed bridegroom. a. The feast (28-30).
b. The guest's gravity and its effect (31-The stranger's farewell (33-34). (3) Consternation at the castle (45-47). The spectre. (1) The maiden and the vision (48, 49).
(2) The disappearance (50-52).
(3) The baron's concern (53).
6. The return of the bride. (1) The lady and the cavalier (53).
(2) The mystery solved (54-56). H. Westminster Abbey. I. The approach to the Abbey. The vaulted passage (1, 2).
 The cloisters. (1) Their appearance (2, 3). (2) Memorials (4). II. In the Abbey. Its impressiveness (4-6). 2. The poet's corner and its tombs (7). 3. The sepulchres of the kings (8). 4. The tombs of the Knights and the adventurers (9)

5. The memorial to Mrs. Nightingale (10).

6. The noise from without (11).

Henry the Seventh's chapel.
 General description (12-14).

(2) Comment (15-16). (3) The tombs of Mary and Elizabeth (17, 8. The evening service (19-21).
9. The shrine of Edward the Confessor (22). 10. Irving's departure (23). 11. Comments upon leaving the Abbey. The triumph of time (24).
 The future of the Abbey (25). THE CHRISTMAS DINNER. I. The call to dinner (1). II. The dining room (2). III. The dinner.

1. The guests (3).

2. The boar's head (4-6). 3. The sirloin and the pie (7, 8). 4. The ceremonies (9).
5. The wassail bowl (10-12).
6. The conversation (13, 14).
7. The gentlemen alone (15-18). IV. The gentlemen alone (15-10).
V. The amusements of the younger people (19).
VI. The drawing-room.

Charles of the crusader (20-22). 2. The Christmas mummery. (1) The procession (23-25).
(2) The dance (26).
(3) The squire's satisfaction (27).
VII. Irving's apology (28, 29), J. London Antiques. I. A visit to the chapel of the Knights Templars. 1. A summer ramble in the city (1). 2. The chapel (2, 3).

II. A visit to the Charter House.

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- (1) The denial of Alba Longa to Romulus
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      x. Their overthrow (197-224).
    - - y. The procession and the victor (225-268).
      - z. Rome's resulting renown (269-288).

Little flow'ret, press thy way, Thro' the darkness into day, Everything shall welcome thee, Warbling bird and busy bee.

Like the little flower we press On, to hope and happiness; Ever in God's purpose true, Doing all that we can do.

### Best to Be Found

Press onward, ever strive and climb; Mount upward toward the top-While there is still a goal beyond, Be not content to stop. Tho' you have won a worthy place, Let it not be the last— True greatness cannot pause upon The glory of the past. For every man the future holds Some worthy gift in store-Press on, nor pause mid-journey now To count your troubles o'er. The part you've done of tasks assigned Tho' be it great or small, Twill take your whole allotted time To do and finish all.

THE school gains much in character and in reputation from teachers whose professional interests extend beyond the limits of the class room. Such professional zeal should be encouraged.—W. W. Kelchner.

I AM "old fogy" enough to believe in a carefully prepared spelling book, graded to suit the child, in the hands of the child, and that the words be taught one after another, learning the exact meaning and fixing the form firmly in mind. It is not because some teachers don't teach spelling well enough without a book, but because the mass of teachers have not the forethoughtfulness to prepare the lesson in advance.—A. S. Downing.

Many public schools are graduating boys who are to all practical intents almost as illiterate as when they entered the school. An almost diabolical ingenuity is exercised in having pupils spend hours upon hours in solving mathematical problems which could be of no possible future benefit. Let us teach our pupils to use their tongues. I maintain that we are not giving English a fair chance in our schools.

—T. C. Mitchell, Boys' H. S., Brooklyn.

THE teacher should choose for herself the best and highest companionships, for

the children's sake as well as for her own. Her associations should be always pure and ennobling. Nor should this be limited to her chosen companions and friends, she can make to herself companions of nobler thoughts. The best that has been thought and spoken has been lived by some life. Our own ideal is shaped out of the best that we have known, have read, have seen.—American Primary Teacher.

THERE are some things to teach in the schools besides multiplication tables and declensions. The English and the American schools have always stood for character rather than scholarship. The ordinary people make the state and the public school teacher must help mold the character of the ordinary people. Above all else the teacher should have strong character, for it must be the right character in the teacher that inspires the right character in the pupil.—Supt. J. M. Greenwood.

Teachers, like clergymen and editors, are people entrusted by society with special responsibilities. Unlimited are the perfections they are expected to possess, innumerable the chances of failure and the temptations that beset them on every side. Whether they will or no, they are eyes to the blind and feet to the lame, and must say, in the words of the prophet: "The Lord God hath given me the tongue of the learned, that I should know how to speak a word in season to him that is weary."

-Colorado School Journal.

HAVE you ever tried having an arithmetic match? It is conducted like an old-fashioned spelling match. The grade divides into two sides and one from each side goes to the board. The teacher reads a problem and the pupil solving it correctly first remains at the board and the other goes to his seat and his place at the

board is taken by another from the losing side. Rapidity and accuracy are cultivated in such contests—and that they are lively and interesting we can testify from recent observation. — West Va. School Journal.

A PRINCIPAL of a grade school in New York State has the children write letters to her once a month on some familiar subject. During the last week in February the children were requested to write of Washington and Lincoln. One lad wrote: "Washington was first in peace, second in war, and third in the hearts of the people." "Washington was first in 'pieces,'" wrote another, but he finished the remainder of the sentence correctly. One boy, telling of how Washington as a boy rode his mother's colt and almost killed it, said: "He rode the colt so hard it burst a blood ched."

How to Reach the Heart of a Boy: (1) Study his parentage and home influences. (2) Observe closely his likes and dislikes, aptitudes, temper, companions. reading. (3) Converse often with him in a friendly way. (4) Ask as to his purposes and ambitions. (5) Lend him books. (6) Interest yourself in his sports. Speak to him of the lessons in the lives of good men. (8) Tell him of your own struggles in boyhood or girlhood with adverse circumstances. (9) In brief, be his friend; when he leaves school and neighborhood keep informed as to his whereabouts by correspondence. -- Journal of Education.

A MAN who performs skilled labor uses his brain more really than some people who write books. Manual training is the most effective way of acquiring a knowledge of the principles of mechanics and machinery. We are living in an industrial rather than a literary age. A man who is not at home in a library, is not

familiar with the standard book in a number of subjects, is not liberally educated. Neither is a man liberally educated who is ignorant of the typical mar hines employed in our leading manufacturing industries. Education should interpret life to us. Book education interprets only one-half of life, and the less essential half for the most people. Books are modern fads. Motor education is as old as the race.

—Dr. Thos. M. Balliett.

nn H. Rinley of the Col-

PRESIDENT John H. Finley of the College of the City of New York gave recently some new definitions about college and other things. This was Mr. Carnegie's definition of college ten years ago: "A college is a monastery mitigated by football." "My friend Butler calls it 'unmitigated,'" said Dr. Finley.

"Football—a conflict engaged in by students on a gridiron in the autumn and by college presidents and professors around a table in the winter months. It is played according to rule dictated by the President of the United States."

"A college catalogue is a publication designed to conceal information from those that have never had the benefit of a college education."

"Culture (a traditional product of academic training) is what remains when what you learned in college has been forgotten."

WORD GAME.—While teaching the first grade I found the following word game a very interesting and instructive one for the children. When they were able to recognize as many as sixty words, I cut little two-inch squares of cardboard and placed on each, one of the words with which they were acquainted. I mixed with these some new words. When we were ready for the game I gave each child an equal number of words and divided the school into equal sides. I then called for the words in this way: "I want the word that tells the name

of an animal that catches mice." The child having the word "cat" raised his hand and was given credit for one. A pupil was appointed collector, and, as the words were used, he collected them. If any one failed to recognize his word when it was called, or gave in the wrong word, one was taken from his side. In this way they learn to recognize words rapidly and also learn the meaning of many words.—Ruth O. Dyer in Oregon Teachers' Monthly.

Manual Arts and Manual Training: The best thought and best endeavors of students of education is to train the head, the heart and the hand. We do not believe you can produce the best man, the most rounded man, without all three. Therefore, all of this should be provided for. But that doesn't mean that a manual arts high school should be made an adjunct of a liberal arts high school. Manual training and manual arts training should be distinguished. The aim of education is to develop the brain. Since one-third of that organ is devoted to the faculties of motion, pupils should have manual exercise.

A manual arts school is designed to equip its students for certain trades in life. Manuual training has the aim of cultivating certain dormant brain areas. There ought, therefore, to be some manual training in this school, but not manual arts training. I think our present high school is deficient, not because it does not contain a manual arts department—I should vote and argue against that with all my energy—but some manual training to cultivate the motor brain area.—Exchange.

PRINCIPAL Charles E. White, of Franklin School, and Principal Henry E. Barrett, of Salina School, Syracuse, N. Y., are endeavoring by a novel method to better the spelling of the children in their schools. It is a spelling contest, carried on in their separate

schools, but the averages of both are told to the pupils of each school to increase interest. Every Monday the children take the first column of the first page of one of the three daily papers, the school being divided, all in one grade taking the same paper. They are allowed to study the words contained in the column and on Friday afternoon the contest takes place.

In speaking of the matter Mr. White said: "In this way the children are taught to spell words that are practical and not technical. As our spelling stands to-day the children are taught only the words found in their arithmetic, history, geography and grammar. All of these words are technical and not practical and the vocabulary is limited."

WE ARE not advocates of the so-called simplified spelling. We hardly see how the changes in one or two dozen words will be of any value in our efforts to master the several thousand other words which we shall need to use and which we are not permitted to spell phonetically. We are to spell pleasure "plesure," but we are to continue to spell treasure in the same old way. While we are to spell true "tru," we are to continue to spell blue, sue, etc. We are not to spell cough "cawf," but we must write it "trawf," instead of trough. There seems to be no real logic in the selection of the dozen words that are to be led to the crucifixion. We are inclined to think this is enuf of this bizness, for it would be pretty ruf on any young pedagog to undertake to see thru the tuf mesure the spelling demagogs are trying with plesure to force upon him by pushing thru a resolution to require thoro instruction in this abomination thruout the course. After one has red the edict and has been commanded to march up to the trawf, he does not feel inclined to hold his tung, but feels thoroly disgusted with enny such attempts to be phunny.—Ohio Teacher.

## **Editorials**

Poor San Francisco! Many teachers had set their hearts on seeing thee in all thy glory. They weep with thy children in thy severe hour of tribulation and we are sure that very many of them have given generously for thy assistance.

\* \* \*

THE practice of comptrollers, common councils and boards of estimate in cutting budgets made by boards of education is a practice altogether too common in these days. It is a short-sighted policy not to allow boards of education more power in deciding the amount of appropriations for school purposes.

\* \* \*

To our mind the Commissioner of Education of New York state has not yet given expression to anything of greater importance and significance than the decision reinstating Martin Walrath as principal of the Troy high school. It is a paper well worth a careful reading by boards of education and superintendents other than those of the particular city at which it was aimed. The opinion is a scathing rebuke presented in a most dignified manner to school officials who use their position for selfish and political ends. We do not know how much longer Troy must endure those who have recently given her such unpleasant notoriety in the educational world, but to make Commissioner Draper's decision thoroughly effective the present city administration should rid the school system of the offenders as soon as possible.

\* \* \*

THE teachers of Oswego, N. Y., have just won a great victory. They found that all Oswego girls who are teaching in other cities are getting not less than \$600 a year, while those teaching at home have been receiving an average salary of only \$380. They appealed to Superintendent Bullis and

the board of education, and urged their case so faithfully for an increase that a special election was declared to give the taxpayers an opportunity to vote on the matter. The teachers worked with the skill and ardor of experienced politicians, and when the votes were counted the majority in favor of the increase was so large that enthusiasm burst its bounds, and the bell on the city hall rang out the glad tidings. Watervliet and other teachers may profit by the experience of their Oswego sisters.

#### VISUAL INSTRUCTION

VISUAL instruction does not mean as much in education now as it will less than ten years hence. The stereopticon is rapidly becoming more than a plaything and its exhibitions more than what has been commonly called a magic-lantern show. Investigators in nearly every field have begun to realize the almost unlimited possibilities of lantern slides for the purposes of instruction. Consequently lantern slide producers are now busy making artistic pictures which can be used to supplement the teaching of geography, history and nature study to young children; in high school and college it will be only a short time before the lantern slide and improved projection apparatus will supersede the microscope in the study of botany, zoology and kindred subjects. The lantern slide has already become a valuable factor in the study, interpretation and appreciation of literature and art, but great improvements are being made in this field by new methods in the making of colored slides.

The New York State Department of Education has recently started a forward movement in visual instruction by organizing the work in a department by itself under the direction of De Lancey Ellis, who has made a considerable study of the prob-

lem. All slides sent out under the Bickmore system have been called in for reclassification, and a different plan will be followed hereafter in loaning lectures and slides to schools and study clubs. The possibilities are great, and under the new system to be developed, prepared lectures and slides may be had on a great variety of topics, so that a course of illustrated lectures may be maintained by schools and study clubs in every city and village of the state.

#### MEDICAL INSPECTION IN PUBLIC SCHOOLS

In a well-organized school system much depends on the precautions taken for cleanliness and healthfulness among the pupils. A watchful eye must be kept on them, for it has become a well-known fact that unless extreme care is exercised the public school is very apt to be the center from which epidemics of children's diseases are spread. In villages and the smaller cities the schools are closed at once when epidemics appear, but in cities of considerable size this method would be impracticable; therefore, daily medical inspection has been adopted. Sometimes the cities are divided into districts and the schools are visited by a resident physician, who not only looks after the general health of the children, but examines individual pupils and makes recommendations for the care of the eyes, teeth and diet, and also mental infirmities.

Some cities have introduced a school nurse service under the direction of the health department. The nurses visit the schools daily and examine all children reported by the principals. They keep a record of all cases and the treatment given, and another record of all children excluded from school to be visited at their homes, if they do not return at the time specified by the medical inspector. In visiting homes instructions are given by the school nurses to the mothers, and where necessary such

instructions may be practically demonstrated. The position of nurse in these instances is not an enviable one, yet a great deal of good is accomplished, especially among the poor and foreigners. The work of the nurses is usually confined to those cases which require only the application of hygienic rules and diseases that are not contagious, all others being referred to the school physician or medical inspector.

Although there has been a wonderful advance in educational methods and policies in the past two decades, nothing of more practical value has been inaugurated than the adoption of systems of medical inspection for the purpose of examining into the mental, moral and physical welfare of the child.

#### NATHANIEL SOUTHGATE SHALER

THE world of science and education suffered a severe loss through the death of Prof. Nathaniel Southgate Shaler which occurred at his home in Cambridge, Mass., on the tenth of last month. As head of the Department of Geology and Dean of the Lawrence Scientific School of Harvard University, Prof. Shaler exerted an influence in science second to no one in this country, and as a lecturer to thousands of students on his favorite subject, as a popular writer on scientific, social and economic subjects he deserves a high place among the educators of the nation.

Dean Shaler's career was a remarkable one. He was born in Kentucky in 1841; became a student at Harvard in 1859; graduated in 1862; entered the Union Army as captain of a Kentucky volunteer battery immediately after graduation and did gallant service for two years; was an instructor in geology at Harvard from 1860 to 1868, professor of paleontology from 1868 to 1887, professor of geology from 1887 to the time of his death, and dean of the Lawrence Scientific School since 1891. In addition to these activities he did im-

portant work in various positions, such as director of the Kentucky Geological Survey, director of the Atlantic Coast Division of the United States Geological Survey, member of the Massachusetts State Highway Commission, etc.

Notwithstanding his busy life he found time to write valuable books on a large variety of subjects. Among these his "Nature and Man in America," "Domesticated Animals," and the "Individual" are perhaps the most widely read. His most noteworthy production from a literary standpoint was a drama entitled "Elizabeth of England," written in blank verse, and published in five volumes.

His magazine articles published in many different periodicals extended his fame and influence even more than his books.

Unlike many writers and college professors, Dean Shaler was more than his books or the science he taught. He had an intense interest in and sympathy for his fellowman. His aim as a teacher was to do all he could for every student that en-

tered the college. He was an almost daily visitor at the Stillman infirmary, and it is said that during his fifteen years as Dean of the Scientific School he never failed to visit a sick student of his department. Naturally the boys loved him. This fact. with the further fact that he was a brilliant lecturer, made his courses exceptionally popular. More than seven thousand students came directly under his inspiring influence in the class room. He taught them "dry" geology, but under the magic spell of his enthusiasm the subject became filled with real and vital interest. The individuality of Shaler, however, transcended his subject and left a lasting impression on all who heard him.

On the afternoon of April 12 the students of Harvard College assembled in a body to pay their final tribute to their beloved professor. Six of his "boys" bore the body to its long resting place, thus bringing to a fitting close the last scene of the earthly career of one of the noblest teachers of humanity.

#### The Educational Field

#### NATIONAL EDUCATIONAL ASSOCIATION

A GREAT REPORT

Attention is called to the Report of the Special Committee of Investigation of Salaries, Tenure, and Pensions of Public School Teachers in the United States.

This Committee, of which President Carroll D. Wright, U. S. Commissioner of Labor, was chairman, with the assistance of expert statisticians of the U. S. Bureau of Labor, has compiled a report of great value to teachers and school officers, in which the existing facts concerning the compensation of teachers throughout the country are for the first time adequately presented.

The Report opens with a series of discussions

The Report opens with a series of discussions by the Committee, filling 185 pages, on the following topics, illustrated by 120 pages of analytical tables, viz. —

Salaries of Teachers in Cities and Towns of 8,000 Population or over, divided by size into nine classes.

Salaries Summarized by States.

Sex of Teachers in High and Elementary Schools.

Supervisors and Special Teachers.

Salary Schedules in Cities and Towns of 8,000

Population or over.
Salaries of Teachers in Typical Towns of Less than 8,000 Population.

Salaries of Teachers in Typical Ungraded Rural Schools in Thirty States.

Funds for Payment of Teachers' Salaries.
Minimum Salary Laws in Various States.
Earnings in Teaching and in Other Occupa-

Purchasing Power of Salaries in Different Localities.

Tenure of Office of Teachers.

Pensions of Teachers.

Following these discussions are 273 pages of statistical tables covering the entire field of teachers' salaries in 492 (or 90%) of the 547 cities and towns in the United States, of 8,000 or more inhabitants. These tables are divided into the following classes with minute subdivisons under each, as follows:—

List of Cities and Towns Represented, Classified by States.

Table I: Number and minimum, maximum, and average yearly saleries of principals and teachers in high and elementary schools and kindergartens.

Table II: Class fied yearly salaries of teachers

(not including principals) in high schools.

Table III: Classified yearly salaries of principals of elementary schools.

Table IV: Classified yearly salaries of teachers

Table IV: Classified yearly salaries of teachers (not including principals) in elementary schools. Following these tables are discussions of the

report by Charles H. Verrill, Statistician of the U. S. Bureau of Labor, giving a complete analysis of the tables, and their applications to present salaries; by Albert G. Lane, District Superin-tendent of Schools of Chicago; and by Andrew S. Draper, Commissioner of Education for the State of New York.

The report will be sent, carriage prepaid, for 50c. (with a discount of 20% for ten or more copies to one address), which is the cost of printing and postage without including any part of the large expense involved in the preparation of

the report.

#### NO N. E. A. MEETING THIS YEAR.

Executive Committee, in Session, Auditorium Hotel, Chicago, Ill., April 28, 1906.

To the Board of Directors and the Active Members of the National Educational Association:

In view of the appalling calamity which has visited San Francisco, it is impossible for the National Educational Association to hold its meeting this year in that city. After fully considering all the letters and telegrams which have been received from all parts of the United States, and after carefully weighing what is due the people of San Francisco, the Executive Committee, under the authority conferred upon it by the Board of Directors at its last meeting—the Board of Trustees now in session, concurring decides to postpone the annual convention of the National Educational Association for one year, to a place yet to be determined. They join in the hope that the Association may meet in San Francisco as soon as feasible.

Trusting that you will acquiesce in this conclusion which has been reached after mature con-

sideration, we are,

Very respectfully yours,
NATHAN C. SCHAEPFER, President N. E. A.

IRWIN SHEPARD. Secretary N. E. A.

#### TRIP TO EUROPE FOR TEACHERS.

A tour of ten weeks in Europe with special opportunities for study and recreation should be of considerable interest to teachers who may desire to spend their vacation abroad at a minimum expense.

Such a tour is being arranged by AMERICAN EDUCATION, under the auspices of the Bureau of University Travel. The party will sail on June 20 from New York by the new Steamship,

Potsdam, 13,000 tons.

Instruction will be given by lecture in connection with fieldwork by specialists composed of ten experienced instructors, holders with few exceptions of university or equivalent positions.

Booklet of detailed information sent on request o American Education, 81 Chapel St., Albany, N. Y.

#### AMERICAN SCHOOLS IN MEXICO

Supt. of Schools Schuyler F. Herron of the American School System of the City of Mexico writes as follows in reply to the many letters of inquiry he has received concerning the educa-

tional outlook in that country:

The American school has been organized on the lines of the best schools in the States and includes all grades from the kindergarten to the high school, including college preparatory and more advanced work. No examinations are required of its teachers, but they are expected to be college or normal graduates of successful experience and with broad culture. A knowledge of Spanish is not necessary as attendance is limited to children of Americans or British subjects, but it is thought that teachers will naturally wish to learn something of the language spoken in the country.

The work is necessarily somewhat more exact-

ing than is usual in the States, but the school equipment is excellent. Drawing, music and physical training are in charge of the regular teacher of each grade but are under the direction of a supervisor in each subject. Under the conditions that exist departmental work is not always practicable, and teachers may be assigned

classes in various subjects or grades.

Living expenses in Mexico City average from \$8 to \$10 gold per week. Salaries range from \$750 to \$950 gold per year of forty school weeks. The school year 1906—1907 will begin July 9, 1906, and will end the last week in April, 1907, with a vacation at Christmas. There is no allowance made for traveling expenses from the States.

So far as I can forsee we shall have no vacancies for another year, but I am always glad to know of qualified teachers who may be considered as necessity may arise. In such cases it is necessary to have as detailed a statement of preparation, etc., as possible together with a recent photograph and two or three references to whom I may write for specific information.

Without doubt it is of great advantage to teach in a foreign country and this consideration will more than compensate some disadvantages.

I am not able to advise anyone to come to Mexico for any other school work than our own, but I will be glad to answer any inquiries not herein discussed.

#### ANNOUNCEMENT

We take pleasure in announcing that Mr. H. D. Bartlett, superintendent of schools, Medina, N. Y., has been appointed our representative for New York State, beginning April 1st, 1906. Mr. Bartlett's long experience in the State as high school principal and superintendent of schools, his general excellence as a teacher, and his intimate knowledge of the conditions and requirements of the New York schools, we are sure will render him especially fitted for his new duties. We are confident that his many friends will be gratified to learn of his connection with publishers so long identified with educational interests. D. APPLETON AND COMPANY, Publishers, 436 Fifth avenue, New York.

#### NEW YORK CITY EXAMINATIONS

A written examination of men applicants for license as principal in elementary schools of New York city will be held at the hall of the board of education, Park avenue and 59th street, Sept. 4, 5 and 7, 1906. Applicants must be more than twenty-five years of age and less than forty-six years of age. They must be college graduates of at least eight years' experience in teaching or supervision, or an equivalent of ten years of teaching and university work. Applications for admission should be made to Supt. Maxwell and not later than June 1.

An examination of applicants for admission to the Training Schools for Teachers will he held

June 11.

An examination of applicants for license as kindergarten teachers in New York City will be held June 4 and 5.

#### COUNTIES

All readers of American Education are cordially envited to contribute items of interest suitable for publication in this department. Superintendents and principals will confer a favor by sending copies of their catalogues and annual reports.

Broome.—Principal J. L. Lusk of Union-Endicott high school has been unanimously reelected for his 18th year. Principal Lusk first taught in Union in the year 1876 and during his seventh year was elected school commissioner. During his 12 years of commissionership the Union school had 16 different principals. In ten years the annual number of Regents' examination papers sent to the State Department of Education has increased from about 200 to nearly 900. The amount of non-resident money received annually has grown from \$125 to more than \$1,000.—Binghamton is having a serious time over an appropriation for a new school building. During the summer a special election was held at which \$45,000 were voted but the appropriation could not be used because of a technicality in the provisions. It was then decided that more money was needed than the appropriation called for, so another election was held to vote \$65,000 but the proposition was defeated. Conferences have been held with the State Department of Education and now it is reported that an effort will be made to have the first appropriation legalized by legislative action.

Chemung.—Many were surprised to learn of the resignation of Supt. Charles F. Walker of the Elmira schools, a few weeks ago. However, this is a move Mr. Walker has been contemplating for some time in order that he might enter business. He has already gone to Warren, Ohio, with his family where he will become engaged in the manufacture of brick and tile. Alfred E. Upham, superintendent of education at the Reformatory, and Howard Conant, principal of the Academy, are mentioned prominently as prospective candidates for the superintendency.

Columbia.—Principal M. J. Van Ness of Lake Placid has been elected at Philmont for next year.

Cortland.—Supt. F. E. Smith of Cortland has been re-engaged for three years at an annual increase of \$250 in salary.

Dutchess.—Principal W. J. Millar has been re-engaged at a \$100 advance in salary at Fish-kill-on-Hudson.

Erie.—The Teachers' Association of the second district, Erie, met at Hamburg, April 28. An interesting debate was held on the following topic: Resolved—"That promotion in the grades of rural and union high schools throughout the State, should be based upon the elementary course of study." Debate opened: Affirmative—Prin. John M. Crofoot, Mr. Walter R. Jones; negative—Prin. Benjamin G. Estes, Miss Jennie Dayton.

According to the Buffalo News the grade schools of that city are greatly hampered in their work for want of proper books, drawing paper and other supplies, due to the fact that the school budget has been cut for the past three years by A representative who was the comptroller. shown the geographies used by several hundred children at School 59, in Glenwood avenue, didn't find a sound book in the lot. The books were soiled, torn and worn, until they looked more like the accumulation on a garbage heap than the text books from which the children of a flourishing municipality were receiving their When the principal asked a class to education. place their geographies on top of their desks, one youngster brought his out in three sections, and when he put it back it was in four. An inspection of the book showed that it had been in use since 1898. The principal stated that, at its best, a book was good for three years, and when re-bound would last two years more. One teacher, a girl of refinement, stated that at the beginning of the year she did not have a geography. She hunted up the rubbish pile and rescued 48 geographies, from which her class has been learning since.

Essex.—J. B. Lawrence formerly principal at Morristown, has been engaged at Lake Placid to succeed M. J. Van Ness. Mr. Lawrence was principal for three years at Morristown and is regarded as a remarkably successful teacher.

Fulton.—The board has elected H. A. Townsend, for the past two years acting principal of the Canandaigua high school, as principal of the high school of Johnstown. Mr. Townsend was chosen from a list of twenty-four applicants after the board had carefully looked up his record, both as a student and teacher. He is a graduate of Syracuse university where he took the classical course and the faculty of that institution recommend him highly.

Genesee.—Elba union school has been advanced to high school grade. Principal Stapley and his teachers have been re-elected for next year.

Herkimer.—George M. Elmendorf, principal at Schaghticoke, has been engaged for Dolgeville next year to succeed Mr. Wilbur. Miss L. Cassandra Aldrich, preceptress at Schaghticoke, also goes to Dolgeville. Mr. Elmendorf is a Union college graduate and has made a pronounced success of his work during his two years' experience as a teacher.

Livingston.—Miss Mary K. Culbertson, a life long teacher, and for years a resident of Geneseo, was given a reception April 12, in honor of her 80th birthday. She graduated from the Albany

normal school in 1848 and for 12 years taught near New York City. From 1862 to 1872 she was preceptress of the old Temple Hill academy in Geneseo and taught arithmetic, rhetoric, some of the English branches and elementary sciences. During her connection with this academy she had under her charge two famous pupils, John Vance Cheney, the celebrated poet and librarian of Chicago and Iwawa Oyama, the Japanese com-mander, who led the forces of his country in the war against China ten years ago and in the recent war against Russia. When the Temple Hill academy closed in 1872 because of the building of the Normal school at Geneseo she went to California and taught in the schools of Oakland and San Francisco. While her teaching was arduous and exacting, she yet found time to organize the Ebell society, the pioneer organization among women's clubs of this country.

The faculty at Avon has been re-elected. principal is Reuben J. Wallace and the preceptress Miss Elizabeth Briggs. April 28, the taxpayers voted on a proposition to raise \$40,000

for a new building.

Monroe.—Miss Maude West, preceptress at Irondequoit has been elected principal of the school to succeed Principal Baker, who has accepted a position at the State Industrial school at Rush. Miss West is a graduate of Geneseo normal, 1902, and this advance is a strong recommendation of her work.

Principal Theodore Zornow has been re-elected

at Pittsford.

Niagara.—Supt. R. A. Searing has been reelected at North Tonawanda for three years, at a salary of \$2,200.—Principal A. M. McIlroy has been re-engaged at Wilson.

Oneida.—Howard E. Brown, head of the grammar department at Warrensburg, has been elected principal at New York Mills, district No. 2—It is reported that Whitesboro union school district may lose its State money, amounting to nearly \$1,000, unless the attendance is raised to a higher standard. The attendance division of the State Department of Education has been making an investigation and finds that the board of education has been very remiss in its duty in enforcing the compulsory law.—Overcome by a sudden faintness, Miss Anna W. Hopkins, a teacher in Hamilton street school, Utica, fell to the floor, in the fall striking her head against one of the desks in such a manner as to break her neck, causing instant death.

Onondaga. - No scholarship privileges will hereafter be granted students in the College of Applied Science, College of Fine Arts, or the College of Law of Syracuse University. There College of Law of Syracuse University. There will also be modifications in the scholarship privileges in the College of Liberal Arts.

Ontario.—William H. Fort has been engaged as principal at Phelps for next year to succeed W. A. Ingalls. Mr. Fort was formerly principal at Chittenango and has been pursuing a course at Syracuse University during the past year.

—W. E. Powell, at present principal of the Rushford high school, has been engaged as principal of the Victor high school for the ensuing school year, to take the place of the present incumbent, L. N. Broughton, who has tendered his resignation to take effect at the close of the

year.—Principal John H. Bosshart of Shortsville has been appointed commissioner of the second district to succeed John H. Stephens, resigned.

Orange.—The Cornwall board of education has refused to raise the teachers' salaries this year and has resolved that those who sign must stick and will not be released if they happen to strike a better job. Marriage is the only release for the teachers of Cornwall and even that is a remote relief. If there is any advance in salaries, the board declares, it must include the janitor and the truant officer. In the educational economy of Cornwall the janitor ranks in pedagogical importance with the superintendent of schools.

Orleans.—The old high school building at Albion is to be demolished and a new \$75,000 structure is to be erected. The school was first opened in 1840. The first principal was Edwin R. Reynolds, who was later a congressman of the district, and who is still living at Albion at the age of 80 years.

Oswego.—The Fulton board of education has granted an increase of \$25 a year on \$400 salaries

of grade teachers.
On April 7, a special election was held at Oswego on a proposition to increase the budget of the board of education \$10,000, about onehalf of which will go to increase the salaries of teachers. The vote was an overwhelming majority of 1467 in a total of 1686. It was the majority of 1407 in a constant of the city and second largest election ever held in the city and constant on with intense interest. The was carried on with intense interest. teachers had worked faithfully in the campaign and have a right to feel highly elated over their victory. When the result was made known the bell in the City hall tower was rung in celebration.

Otsego.—Mrs. Agnes Roulston of Canton, widow of former principal of the Oneonta high school, the late R. S. Roulston, was engaged as a teacher in primary work, to begin her duties at the opening of the school next fall. Not only will she be an acquisition to the force of teachers but she will have the perfect confidence of students and the community and she will be warmly welcomed as a resident of Oneonta again.

Rensselaer.—The turmoil in Troy, arose out of the removal of Mr. Walrath from the principalship of the high school has ended in a complete vindication of Mr. Walrath's cause, with an order for his reinstatement, and full compensation to him for the time that he has

been absent from his post.

Commissioner Draper, before whom the case was brought, for appeal, fixes the source of the charge against Mr. Walrath in the superintendent of schools. Referring to the action of the school board in regard to these charges, he speaks with vigor. "He can come to no other conclusion" to quote, "than that the board was of one mind in prejudging the case and intent upon coming to but one end; was biased against the appellant, magnified the small incidents of administration beyond reason, denied him the fair opportunities of defense, inflicted a penalty wholly out of proportion to any apparent delinquency, and so violated the law which they were bound to regard."

"It is a far-reaching decision," declares the Troy Record. "It maintains the view that

teachers have rights which even political boards

and scheming superintendents must respect, and because of the commissioner's action, instructors in all departments of the public schools of the State will feel themselves safer in their positions and more free to follow the dictates of their judgment and their conscience in matters relating to the welfare of the pupils in their charge."

The teachers of Troy are happy because they will soon have a pension fund. Albany and Elmira have been trying to get a similar measure Times of April 7 contained an illustrated article on School No. 10, of Troy, of which M. J. Kling is principal. He is a Harvard graduate and is doing an excellent work for the boys and girls of his schools.

St. Lawrence.—Supt. Frederick R. Darling has been unanimously re-elected at Gouverneur.

Prin. William C. Covert of Morristown died early in April after a long illness.

Saratoga.—Supt. of Schools L. B. Blakeman of Mechanicville has proposed to the board of education that a course in shorthand, type-writing and business methods be introduced into the high school. If adopted this course will be discretionary with the pupils. It is proposed to give those who take the course an education similar to that given in a business college. This plan has been tried in other schools, notably at Chatham, and pronouced a success.

Steuben.—Principal Edgar F. Down and his entire faculty have been re-engaged at Avoca. Mr. Down is serving his third year and the board has increased his salary fifty dollars for next year.

The faculty of the Northside high school, at Corning, has been granted an increase of salary for next year. Arba M. Blodgett is principal.

Suffolk.—Frank J. Squires, principal of the Greenport Union school, will not teach next year, on account of ill health, and will take a long vacation. He will be succeeded by Seward S. Travis, principal of the high school at Sherman.

Sullivan.—Prin. Marvin E. Janes of Mechanicville has been elected at Monticello to begin work immediately. He suceeds A. J. Glennie.

Tompkins.—Ithaca will spend \$25,000 in school improvements next year. Superintendent Boynton deserves great credit for his energetic efforts in getting the appropriation.

Ulster.—Fred A. Bourne, principal at Prospect, has secured the principalship at Wallkill. -Prin. E. C. Hocmer has arranged an excellent program of illustrated lectures for the Ellenville schools. The lectures will be given by mem-bers of the high school faculty.—The New Paltz normal school, one of the best known institutions of learning in the eastern section of the State, was completely destroyed by fire early Wednesday morning, April 18. The loss is estimated at the section of the state of the section of the state of the section of the sec is estimated at \$100,000, on which there is an insurance of about \$65,000. No lives were lost but several members of the New Paltz village fire department were somewhat injured by falling The students, to the number of about three hundred, were away on their Easter vaca-tion. The fire is believed to have started from the explosion of a lamp. Only a few of those connected with the building were on the premises and the flames gained such rapid headway that an alarm was immediately sounded and the

village fire department summoned. The building, which was of brick and three stories high, was a mass of flames in less than fifteen minutes. At a conference with Commissioner Draper, a few days after the fire, he told the local officials that the school might not be rebuilt because there seems to be as many normal schools as are needed at present and because New Paltz is not conveniently located and is too small a village.

In January at the New Paltz Normal building a number of teachers and members of the grange met under call of Principal Scudder and Commissioner Rhodes and formed an Ulster County school conference, whose purpose is to meet once a month with all who will become interested in the betterment of the one and two room country school houses. Meetings have since been held at Clintondale, Marlboro and Port Ewen. questions discussed are: How can we keep the country boys from flocking to the cities where there are so many boys already without employment; how can we interest them in their own place and how can we show them and the parents that there are opportunities at home and assist them to use these to better advantage.

At Clintondale lessons and illustrations were given in building a doll house, in cooking and in decorating the school room. A teachers' press club was also formed and twenty country papers are supplied with educational items to create an

interest in school work.

At Mariboro the granges were well represented and "School Gardening" was discussed, and prizes have been offered by the granges for the best yield of corn by boys from 12x12 plot, and to girls for raising asters.

An exhibition in athletics was given and a country school athletic league was formed and

prizes offered for records.

At Port Ewen rope whipping and knot tying were illustrated, an illustration in paper cutting given, and "parents' meetings' discussed. Rabbi Lieser gave an address on "What Life Means in Relation to Education."

These meetings are creating great interest among the teachers and parents and it is hoped that our schools in the county will be greatly

benefitted.

At the third annual meeting of the Ulster County Teachers' Association April 7, Prin. W. F. Davis of Tillson was elected president for the year, Martin Nilon of Gardiner secretary and J. Hartley Tanner of Fly Mountain as treasurer. The association has 90 paid up members on its

Prin. W. F. Davis has been elected principal of Cottekill Union school for another year at \$900.

Washington.—Greenwich has closed contracts for the erection of a new \$50,000 school building.

Wayne.—The first annual meeting of the Wayne County Teachers' Association was held April 21, at Savannah. This organization was founded last October with the following officers: President, Prin. R. B. Gurley of Wolcott; vice-president, Prin. H. T. Case of Red Creek; secre-tary and treasurer, Mrs. Mary E. Logan, Lyons; school commissioner, Mrs. Ida E. Consad, Wol-

Yates.—N. Winton Palmer has been re-elected superintendent of schools at Penn Yan and L. Dudley Wilcox principal of the high school.

#### LITERARY NOTES

Oliver Huckel's "The Melody of God's Love," (Crowell) has reached its second edition, six weeks after publication. Mr. Huckel is well known as the author of the English poems "Parisfal" and "Lohengrin." The present volume is a prose study of the Twenty-third Psalm.

C. W. Burkett, professor of agriculture in the North Carolina College of Agriculture and Mechanic Arts, has recently prepared a suggestive monograph entitled "Agriculture in the Public Schools." Ginn & Company offer to send copies of this pamphlet, postpaid, to any address on request.

Those who have used and enjoyed "How to Tell Stories to Children," by Miss Sara Cone Bryant, will be interested to know that Houghton, Mifflin & Co. are to publish during the coming year a supplementary book of stories to tell. Miss Bryant's success as a story-teller will enable her to make a collection which will have stood the test of actual experience, and the two books together will present a complete study of this delightful method of instruction which is counted as so important a factor in modern education,

The series of literary lectures at Chautauqua, New York, for 1906, are specially rich. Mr. Leon H. Vincent of Boston will deliver five lectures on English Literature during the second week in July. During the third week Dr. William A. Colledge of Evanston, Illinois, will present five interpretative studies of Scottish authors. President J. L. Snyder of Wofford College, South Carolina, will speak five times on Southern Literature and further lectures by Dr. W. J. Dawson, Mr. Edward Howard Griggs, and Professor S. H. Clark of the University of Chicago will keep the series almost uninterrupted throughout the season.

"Deutsche Reden" is the title of a book prepared by Dr. Rodolf Tombo and Professor Rudolf Tombo, Jr., of Columbia University, and about to appear with D. C. Heath & Co., Publishers, Boston. It will furnish representative speeches by Bismarck, Bülow, Moltke, Schürz and others, together with suitable biographies, explanatory notes, maps and portraits. It will offer interesting and instructive reading for the general reader or for advanced college classes.

Edward Howard Griggs, author of "Moral Education" and other books has been lecturing in the middle west during the winter. Among his larger courses was one of twelve interpretations of Shakespeare's genius, in Chicago. His engagements during the next few months are in the east, and include series on "The Poetry and Philosophy of Browning" in Boston, Philadelphia, Brooklyn and elsewhere, and on "Moral Leaders, from Socrates to Tolstoy" at the League for Political Education, and at the Lenox Avenue Unitarian Church, New York.

A separate handbook to each of Professor Griggs's courses on "Shakespeare," "The Divine Comedy of Dante," "Browning" and "Moral Leaders" has been issued by B. W. Huebsch, New York. In these pamphlets the lectures are

outlined, topics for study and discussion are given besides carefully selected references and bibliography.

The mathematical public is always interested in the announcement of a new work from the hand of Professor Webster Wells. Wells's "Algebra for Secondary Schools" is announced for early publication by D. C. Heath & Company, Boston. The book is adequate to meet the needs of the most progressive preparatory schools. Striking features of the work are: the early introduction and full development of the Graph; the adequate treatment of factoring; the freshness of the problems, no one of which has appeared in a previous book in the series; the emphasis given to problems relating to physics and the use of the notation of physics in the drill exercises. Solutions are required throughout the book for other letters than x, y, and z.

Clifton Johnson, whose various books on New England and several countries of the Old World, illustrated by his own photographs, have had a large circulation, this year stands sponsor for "The Oak-Tree Fairy Book," (Little, Brown & Co.). Mr. Johnson has always been interested in literature for children and latterly has edited a number of the classics for the school lists of leading publishers. This had led to a careful consideration of the needs of children, and one result has been the version of the fairy tales now issued in the beautifully illustrated "Oak-Tree Fairy Book." These tales are the old favorites told simply and clearly without sentimentality and, especially, without savagery. "Why should the gore and horrors with which many of the old stories abound be perpetuated?" asks Mr. Johnson. "Certainly many children are the worse for these nightmares, and no really good story depends on barbaric detail for its charm."

Jerome E. Morse, recently president of the Morse Company, Educational Publishers, and Parker P. Simmons, recently Superintendent of School Supplies in the City of New York, now Educational Publisher, announce that they have taken the general agency from the Keystone View Company for the exclusive sale of all their educational views, stereopticon slides, stereoscopes, etc., in the States of New York, New Jersey and New England. The Keystone Company for many years has sent proficient photographers to all parts of the world for securing views of most vital importance for educational work in all the course of study subjects so that as a result of this enterprise they are prepared to offer views which are the most perfect, varied and attractive in character in the market. These views simplify and greatly facilitate teaching the subjects already required by the course of study, viz.: Nature Study, Natural Science, Geography, History, Sociology, Commercial and Industrial Pursuits, etc. Their catalogue will give all detailed information.

Two recent volumes in the Macmillan series of Pocket Classics for use in grade schools contain, respectively, an abridged edition of the translation by Lang, Leaf and Myers of "Homer's Iliad," and an abridged edition of the translation by Butcher and Lang of "Homer's Odyssey." This handy and nicely printed little series, which is a boon to the impecunious lover of good

literature as well as to the young, will shortly include editions of "Quentin Durward," "Dickens' Christmas Carol and The Cricket on the Hearth," and "Lamb's Tales from Shakespeare."

Few states are doing more than New York to make literature a part of the course in English grammar and composition in the upper grades of the grammar schools. The New York State Education Department has just decided that the examinations for the preliminary certificate in English shall be based upon the following selections,

one in prose and one in poetry.

I. Prose: Warner's "In the Wilderness," or Burroughs's "Sharp Eyes."

II. Poetry: Scott's "The Lady of the Lake," or eight poems selected from Longfellow, Macaulay, Lowell, Browning, Byron, and Shelley.

As practically all grammar school pupils in the last year of the course, outside of New York City, take the Regents' examination for a preliminary certificate, which admits to any high school in the state under the Regents, more than twenty thousand pupils will each year make a close study of at least half of the literature required for the preliminary certificate in English. All of this literature is now available in inexpensive form in the Riverside Literature Series, published by Houghton, Mifflin & Co.

#### REGENTS EXAMINATIONS

#### For Teachers' Elementary and Academic Certificates

JANUARY 22-26, 1906.

#### ARITHMETIC.

#### Questions.

r Write in Arabic notation (a) five hundred two and four thousandths, (b) one hundred sixty-Write in Roman notation 1949. Write in words 4044 0109.

Reduce 64 rd. 4 yd. 1 ft. to a decimal of a mile,
correct to three decimal places.

Find the simple interest of \$532 from Sep. 28,

1905 to Jan. 10, 1906 at 4½% A box of 150 oranges is bought for \$1.40; the oranges are sold at 20 cents per dozen; find the gain per cent.

5 Factor 102, 68 and 136. From these factors determine (a) the greatest common divisor,

(b) the least common multiple.

6 A cistern 2.5 m. by 3.6 m. contains 14 kiloliters

of water; how deep is the water?

7 At \$2.25 per yd., find the cost of carpeting a room 24' by 30,' with carpet \$\frac{1}{4}\$ yd. wide, if the breadths run lengthwise and 3 yd. are allowed for matching.

8 In a certain school district assessed at \$80,000 a tax of \$1200 is raised; Mr. B's assessed valuation is \$6840. Find the rate of tax-

ation and Mr. B's tax.

- 9 A six months note for \$600 without interest, dated Dec. 4, 1905, is discounted at a bank Dec. 29 at 6%; find the discount and the proceeds.
- 10 At \$22 per M, find the cost of 20 joists, each 4"x6" and 16' long.
- 11 A man paid \$2550 for 5% railway stock at

127%, brokerage 1%; how many shares did he buy? What was his annual income?

12 The diagonal of a square is 20 ft.; find to two decimal places the length of one side.

#### Answers

1 (a) 502.004, (b)  $\frac{100}{68}$ . MCMXLIX. Four thousand forty-four and one hundred nine tenthousandths.

. 202 +mi.

3 Interest on one dollar for three months and twelve days is \$.01275

.01275 × 532 = \$6.783, ans. 4.20 × 1.50 = \$2.50, selling price. \$2.50 - \$1.40 = \$1.10, whole gain. 1.10 + 1.40 = .78\$ = .78\$ %, ans.

5 102=2 ×3×17 68=2 ×2×17

136=2 X2 X17 X2

G. C. D.= $2 \times 17 = 34$ , ans.

L. C. M.= $2 \times 2 \times 2 \times 3 \times 17$ =408, ans.

6 14 kl.=14000 liters=14000 cu. dm. 3.6 m. = 36 dm.2.5 m.==25 dm.

14000 ÷ (25 × 36)=15#

110 yd. +3 yd.=113 yd.

\$2.25 × 113=\$254.25, ans.

8  $1200 \div 80000 = .015$  rate, ans.

\$.015 × 6840=\$102.60, B's tax, ans.
9 Date of maturity, June 4, 1906. Interest on one dollar for one hundred fifty-seven days is \$.026\dagger.

\$.020\frac{1}{6}\$\times 600 \rightarrow \$15.70\$, ans. \$600 \rightarrow \$15.70 \rightarrow \$584.30\$, ans. \$10.1\frac{1}{6}\$\times 6\times 16\times 20 \rightarrow 640\$ or 640 board feet. \$22\times \frac{1}{1000} \rightarrow \$14.08\$. \$11.\$127\frac{1}{6} + \frac{1}{16} = \$127\frac{1}{2}\$, cost per share. \$250 \rightarrow 127\frac{1}{2} = 20\$, No. of shares bought, ans. \$20.5\text{shares} \frac{1}{2} = 2000\$

20 shares—\$2000 \$2000 X .05=\$100, annual income, ans. 12 Let x=length of each side of the square

 $x^2 + x^2 = 400$  $2x^2 = 400$ 

 $x = \sqrt{200} = 14.14 \text{ ft., ans.}$ 

#### ADVANCED ARITHMETIC

#### Questions

r Prove that the difference between the squares of any two consecutive numbers is an odd number. [A simple illus-

tration is not proof.]
2 Apples are bought at the rate of 5 for 2c.; one half of them are sold 2 for 1c., and the rest 3 for 1c. If 1c. is made by the whole transaction, how many apples are bought? Give full analysis in words.

3 Prove that on a bill of goods a trade discount of a%, b% and c% is the same in whatever order the discounts are taken.

4 If a grain dealer uses for a half bushel measure one that holds but 15 quarts, what is the dealer's per cent of gain? What is the customer's per cent of loss? Explain.

5 A and B have the same income; A saves † of his but B by spending \$125 a year more than A, finds himself \$100 in debt at the end of 4 years. How much does each spend annually? Give analysis in

- 6 How many quarts does a pail hold that is r foot in diameter at the top, ro inches in diameter at the bottom and o inches
- 7 If stock bought at 20% premium pays 5% on the investment, what would it pay if bought at 20% discount? Explain.
- 8 Prove that the number of places in the repetend of a circulating decimal must be less than the number of units in the denominator of the common fraction from which it is derived.
- 9 A and B hire a pasture for \$60; A puts in it 9 horses and B 12 cows for the same length of time. If 3 cows eat as much as 2 horses, how much ought each to pay? Write full analysis in words.
- 10 A sum of money placed at interest for 1 year 6 months amounted to \$2696.875; if it had remained at the same rate of interest for two years, it would have amounted to \$2762.50. Find the rate of interest.
- 11 When the mercury in the barometer is 30 inches high, the pressure of air is 15 pounds to a square inch; find the pressure on a pane of glass 2 feet square when the mercury column is 28 inches high.
- 12 Find correct to three places of decimals the length of the longest rod, pointed at each end, that can be put into a box  $3' \times 4' \times 1'$ .

Answers

I Let a = any odd number. Then a + i = theeven number above it.  $(a+1)^2-a^2=a^3$  $+2a+1-a^2=2a+1$ .

Since a == an odd number,

2a == an even number and 2a + 1 == an odd number, as an even

number plus one is always odd.

2 Since 5 apples are bought for 2c, 1 apple or 1 of 5 apples will cost 1 of 2c or 1c. If 2 apples are sold for 1c, 1 apple, or 1 of 2 apples, will be sold for 1 of 1c, or 1c. Since 3 apples are sold for ic, i apple or 1 of 3 apples will be sold for 1 of ic, or 1c. Hence, two apples will be sold for  $\frac{1}{2}c + \frac{1}{2}c$ , or  $\frac{1}{6}c$ . Since 1 apple cost  $\frac{1}{6}c$ , 2 apples or 1 times I apple cost & 2, or & If 2 apples cost & and are sold for & the gain on 2 apples will be the difference between & and & c, or & Since & c is the gain on 2 apples, IC. will be the gain on as many times 2 apples as 1 is contained in 1c, or

30 times 2 which is 60, Ans.
3 Let m= amount of bill of goods, then the discounts=m-m (100-a) (100-b) (100 -c). In a series of multiplications the factors may be taken in any order.

The dealer's gain is 1 quart on every 15 quarts or 15, which equals 63% gain, ans.
The customer's loss is 1 quart on every 16 quarts, or 15, which equals 61% loss, ans.
5 Since B finds himself \$100 in debt at the end of 4 years, he is in debt \$100, or \$25 at the end of 1 year. If B spends \$125 more than A by getting \$25 in debt be must than A by getting \$25 in debt, he must

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spend \$100 more of his salary than A spends. But A spends \$\frac{1}{2}\$ of his salary; therefore, \$100 must equal \$\frac{1}{2}\$ of his salary. If \$100 equals \$\frac{1}{2}\$, then \$\frac{1}{2}\$ or 8 times \$\frac{1}{2}\$ must equal 8 times \$100, or \$800, ans.

6 In form, the pail is the frustrum of a cone of

revolution. Let V denote the volume, H the altitude, and R and r the radii of the lower and upper bases, respectively of the frustrum, then

by geometry:  $V = \frac{1}{3} \Pi H (R^2 + r^2 + Rr)$  $=9\pi [25+36+(5\times6)]=9\pi\times91$ =858 cu. in.

858 ÷ 221 = 144, or 144 quarts, ans. 7 If stock is bought at 20% premium, one share will cost \$120 and if bought at 20% discount will cost \$80. \$120 × .05 \$6, the interest on the first investment. Since the interest is the same, or \$6, on the stock purchased at 20% discount, the rate will be

 $6 \div 80$  or .071 = 71%, ans. 8 In every division, the number of possible remainders is limited to the number of units in the divisor, less r; thus in dividing by 6 the only possible remainders are 1, 2, 3, 4 and 5. Hence, in the reduction of a common fraction to a decimal, some of the remainders must repeat before the number of decimal places obtained, equals the number of units in the denominator. This will cause the intermediate quotient figures to repeat.

9 If 3 cows eat as much as 2 horses, 12 cows or 4 × 3 cows would eat as much as 4 × 2 or 8 horses. Then A's horses and B's cows eat as much as 9+8, or 17 horses, of which the ratio of A's share to B's share is

as 9 to 8.

Hence A ought to pay \$\frac{9}{17}\$ of \$60, or \$31.76, and Bought to pay \$\frac{1}{17}\$ of \$60, or \$28.24, ans.

10 \$2.762.50—\$2,696.875—\$65.625, the interest for 6 months; then \$196.875—the interest

for 1 year and 6 months, the given time. \$2696.875—\$196.875=\$2500, the principal. \$131.25=the interest for one year.

 $131.25 \div 2500 = .051$ , the rate, ans.

11 30:28=15:X

x=14, no. of pounds pressure to a square in. 2 × 2 × 144=576, number square inches of surface on each side of glass, 576 ×2=1152 sq. in., area of both surfaces of glass. 1152 × 14=16128, total pressure on both

sides of glass ans.

The longest rod will extend from an upper corner of the box diagonally to the opposite lower corner.

 $\sqrt{(5)^2+(6)^2}$ =5, the diagonal of the lower base of the box.

 $\sqrt{(5)^2 + (1)^2} = 5.000$  ft. ans.

#### ALGEBRA

Questions

1 Simplify 
$$\frac{\frac{a}{b} - \frac{b}{a}}{\frac{a}{b} + \frac{b}{a} - 1} - \frac{\frac{b^2}{a^2} - \frac{b}{a}}{\frac{a}{b} + \frac{b^2}{a^2}}$$

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2 Factor five of the following:  $3a^2 + 6ab - 24b^2$ ,  $a^2m - 2am - 3$ ,  $a^2 - 2ab - ac + 2bc$ ,  $x^7 + 1$ ,  $m^4 - 11m^2n^2 + n^4$ ,  $x^4 - y^4$ ,  $x^9 + y^9$ .

3 Solve x + -

4 Solve 
$$\begin{cases} x^2 - y^2 = 144 \\ x = 144 \end{cases}$$

4 Solve  $\begin{cases} x^2 - y^2 = 144 \\ x - y = 8 \end{cases}$ 5 Expand to four terms by the binomial theorem  $(ax^2 - 2y)^7$ , giving all the work for finding the coefficients.

6 Find three consecutive numbers whose sum is 9 greater than twice the largest number.

7 Solve 
$$\begin{cases} 2x + y - 2z = 17 \\ 3x + 5y - 4z = 40 \\ x - 3y + 3z = 3 \end{cases}$$

8 Solve 
$$x + \sqrt{x^2 - 8} = \frac{3x - \sqrt{x^2 - 8}}{3x - \sqrt{x^2 - 8}}$$

9 The square of the sum of two numbers minus the product of the numbers is 441; the difference of the numbers is 6. Find the numbers.

10 Simplify 
$$\sqrt[8]{81} + 2^4 \sqrt{\frac{8}{16}} - \sqrt[8]{192} + 2\sqrt{125}$$
;  $(\sqrt{5} - 2) (3 + \sqrt{5})$ ;  $\sqrt[4]{\frac{a^2}{b^2}} \div \sqrt[9]{\frac{a^8}{b^6}}$   
11 If 2 is added to the numerator of a certain

fraction, the sum of the given fraction and the fraction thus formed is 11; if 2 is subtracted from the numerator of the fraction, the sum of the fractions is r.

Find the fraction. Define term, coefficient, literal equation, simultaneous equations, affected quadratic.

#### Answers .

I 
$$a^{3}-2b^{3}$$
 $a^{3}+b^{3}$ 

2  $3a^{3}+6ab-24b^{2}=3(a-2b)(a+4b)$ .

 $a^{2}m-2am-3=(am-3)(am+1)$ .

 $a^{2}-2ab-ac+2bc=(a-c)(a-2b)$ .

 $x^{7}+1=(x+1)(x^{6}-x^{5}+x^{4}-x^{3}+x^{2}-x+1)$ .

 $m^{4}-11m^{2}n^{2}+n^{4}=(m^{4}-2m^{2}n^{2}+n^{4})$ 
 $-(9m^{2}n^{2})=(m^{2}-n^{2}+3mn)(m^{2}-n^{2}-3mn)$ .

 $x^{4}-y^{4}=(x^{2}+y^{2})(x+y)(x-y)$ .

 $x^{5}+y^{6}=(x+y)(x^{2}-xy+y^{2})(x^{6}-x^{8}y^{5}+y^{6})$ .

3  $x=a^{2}$ 
 $-$  or  $b$ .

 $b$ 

4  $x=13$ ;  $y=5$ .

5  $(ax^{2}-2y)^{7}=(ax^{2})^{7}-7(ax^{2})^{6}2y+21(ax^{2})^{6}$ .

6  $(2y)^{2}-35(ax^{2})^{4}(2y)^{3}+=a^{7}x^{14}-14a^{6}x^{12}y+3$ .

7  $x=9$ 
 $x+1=2nd$  number.

 $x+2=3rd$  number.

 $x+2=3rd$  number.

 $x+2=3rd$  number.

 $x+2=10$ 
 $x+1=11$ 
 $x+2=12$ 

7  $x=9$ 
 $y=5$ 
 $x=3$ .

8  $x=3$ .

9  $x=15$  or  $-9$ .

 $y=9$  or  $-15$ .

10  $11\sqrt{5}-3\sqrt{3}$ ;  $\sqrt{5}$ , or  $\frac{1}{8}\sqrt{5}$ ;  $\sqrt{6}\sqrt{ab}$ .

11 Let  $x=$  numerator.

 $y=$  denominator.

 $x+2$ 
 $x=3$ 
 $x+3=4$ 
 $x+4=3$ 
 $x+4=$ 

7

$$\frac{x-2}{y} + \frac{x}{7} = 1$$

$$x = 5$$

$$x = 8$$

y = 8The fraction is §.

12 A term is an algebraic expression whose parts are not separated by the signs + or —.

A coefficient is a known factor prefixed to another factor to show how many times the latter is taken.

A literal equation is one in which one or more known quantities are represented by letters.

Simultaneous equations are independent equations involving the same quantities, and the same value of the unknown quantities will satisfy the equations.

An affected quadratic is one containing both the first and the second power of the unknown quantity.

#### **GEOGRAPHY**

#### Questions

During what month are the days longest in Cape Town? Name a city in which the days and nights are of nearly equal length during the whole year.

2 Locate the Himalaya mountains and give the direction in which they extend. Tell what contrasts in climate and products are to be found in the countries separated by these mountains.

3 What part of Australia is most thickly populated? Give reason. What are the chief industries of Australia?

Describe irrigation in (a) southern California, (b) Egypt.

5 What is each of the following and where is it located: the Sudan, the Dardanelles, the Sault Sainte Marie?

6 Name (a) the capital of France, (b) two important French exports, (c) one French foreign possession.

7 Name one of the United States famous for the production of (a) peanuts, (b) hard (anthracite) coal, (c) oysters, (d) flour.

8 Give the water boundary between (a) Saratoga county and Washington county, N. Y.,
(b) South Carolina and Georgia, (c) Quebec and Ontario, (d) Uruguay and Argentina

9 Define the following terms and illustrate them from the geography of North America: drowned valley, peninsula, ocean current, river basin.

10 Name (a) a country most of whose surface is a plateau, (b) a great river whose mouth is an estuary, (c) an island of volcanic origin, (d) the most populous county of this State.

11 Name and locate the chief commercial city of (a) Germany, (b) Japan, (c) the New England states, (d) the Pacific coast states.

12 Name a valuable mineral found in (a) Essex

county, (b) St. Lawrence county, (c) Onondaga county, (d) Allegany county.

#### Answers

December; Quito, Para, Singapore, etc.
They extend northwest and southeast between Hindostan and the Chinese empire. They face the southwest monsoon as it comes loaded with moisture from the Indian ocean. The Himalayas precipitate the moisture and make India one of the most productive countries of

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the world, but the plateaus lying north of them are almost rainless and to a certain extent barren. India has a hot, moist climate and produces rice, wheat, cotton, tea etc. The country north of the Himalayas is a cool elevated tableland whose dry

climate renders it fit for grazing mainly.
3 Southeastern portion. This portion has an equable climate with sufficient rainfall for agriculture; moreover, the sinking of the coast has caused some excellent harbors to be formed.

The chief industries are stock raising, wheat

culture and gold mining.

4 (a) The neighboring mountains condense the moisture of the air, which falls as rain. The water is led from the mountains in long irrigating canals and stored in immense reservoirs. Ditches lead from these reservoirs and smaller ditches lead from the main ditch. Each of these ditches is divided and subdivided to supply the different fields. When the field needs water the branch ditches are tapped and the field is flooded or the water is led in by little furrows a few feet

apart.

Irrigation has changed portions of southern California from almost a desert to one of the garden spots of the world, producing oranges, lemons, grapes, olives, etc.

(b) In Egypt the broad delta of the Nile below Cairo is inundated from June to October by the annual overflow of the Nile. This overflow not only irrigates the land, but enriches the soil. During the day season the natives hoist buckets. During the dry season the natives hoist buckets of water from the Nile and pour it into the irrigating ditches.

5 The Sudan is a broad belt of fertile land south of the Sahara and stretching across Africa from Cape Verde to the Abyssinian highland.

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The Dardanelles is a strait separating European Turkey from Asia and connecting the Sea of Marmora with the Aegean sea. The Sault Sainte Marie is a ship canal connecting Lake Superior with Lake Huron.

6 (a) Paris. (b) Woolens, silks, wines, etc.

(c) Algeria.

7 (a) North Carolina, (b) Pennsylvania, (c)

Maryland, (d) Minnesota.

8 (a) Hudson river. (b) Savannah river.
(c) Ottawa river. (d) Uruguay river and Rio de la Plata.

9 A drowned valley is one which has had a downward movement of its surface so that the sea has advanced over and covered part of the land. Some of the best harbors of the world are drowned valleys. Ex. The Hudson river valley, Chesapeake bay. A peninsula is a portion of land almost surrounded by water. Ex. Florida, Lower California. Ocean current is a term applied to those continuous movements of the water of the ocean caused by the rotation of the earth by winds, etc. Ex. Gulf Stream, Arctic current.

A river basin is the great valley drained by a river system. Ex. Mississippi river basin, Hudson river basin.

ro (a) Tibet. (b) Amazon. (c) Hawaii. (d) New York.

11 (a) Hamburg, northwestern part on the Elde river. (b) Yokohama, eastern part of Hondo island. (c) Boston, eastern part of Massachusetts on Boston harbor. (d) San Francisco, western part of California on San Francisco

12 (a) Iron, graphite; (b) iron; (c) salt; (d)

petroleum.

#### PHYSIOLOGY AND HYGIENE

#### Questions.

I Define four of the following terms: pulse,

suture, protoplasm, thoracic duct, scapula.

2 Describe each kind of teeth in the permanent set as to (a) name, (b) number, (c) relative position in the mouth.

3 State the composition of the blood and give a function of each of two of its constituents.

4 What is the effect of the habitual use of tobacco on (a) the heart, (b) the throat?

5 Name two ferments of the gastric juice and show how each aids in the process of digestion.

6 Describe the absorption and assimilation of nitrogenous (proteid) food.

7 Describe the sympathetic nervous system and give its functions.

8 Describe the systemic circulation of the blood.

o Describe the lungs as to (a) structure, (b) covering, (c) location, (d) function.

10 State the function of each of the following: cornea, larynx, choroid coat, Eustachian tube.

II Give directions for the temporary treatment of (a) a fracture, (b) bleeding from an artery.

12 Describe an experiment to demonstrate osmosis (dialysis). Mention the importance of osmosis in the body.

#### Answers.

I Pulse is a throbbing which may be felt in an artery with each heart beat. It is occasioned by the contraction of the heart producing a wave in the blood.

Suture in the union of the bones of the outer shell of the skull by the interlocking of their toothlike edges.

Protoplasm is the jellylike substance which

forms the body of every living cell.

Thoracic duct is a tube of the size of a goose quill, which lies on the spinal column and extends from the abdomen to the neck where it empties into the left subclavian vein.

The scapula, or shoulder-blade, is a flat, triangular bone, lying on the upper and back part of the chest over the ribs and designed to give foundation for the muscles of the shoulder.

2 There are 32 teeth, 16 in each half jaw. Beginning at the middle of each half jaw, they are arranged as follows: 2 incisors, 1 canine, 2 bicuspid, and 3 molars.

3 The blood is composed of plasma, red

corpuscles and white corpuscles.

The red corpuscles carry oxygen from the lungs to all parts of the body. White corpuscles prevent foreign substances from entering the circulation and aid in the healing of wounds.

4 (a) Tobacco is a poison to the heart muscle and causes it to beat with less strength. When tobacco is used to excess the nicotine of tobacco poisons the nerves of the heart and hinders their harmonious action. The beating of the heart becomes irregular; now feeble and fluttering, now palpitating with much force.

(b) It tends to inflame the mucous lining of the throat. The inflammation may extend into the bronchial tubes, causing a cough.

5 Pepsin and rennin. Pepsin softens the proteids and converts some of them into peptones. Rennin coagulates milk.

- 6 The proteids (albumine) are changed to some extent into a soluble form called peptones by the action of the gastric juice in the stomach, but this change to peptones is performed mainly in the intestines by the action of the trypsin of the pancreatic juice. The peptones, absorbed by the veins of the stomach and the villi of the intestines, are carried directly to the liver by the portal vein and there all becomes changed back to forms of albumin. Some albumin is oxydized in the liver, but a large part is cast into the circulation and carried to the cells of the body. which choose the part needed for their nutrition and make it a living part of themselves.
- 7 This system consists of 4 main pairs of ganglia in the head and 23 pairs in a double chain on each side of the backbone, all connected by nerve fibers. The ganglia are also connected with the sensory roots of the spinal nerves by a net work of grey fibers. Moreover this system sends nerves to the minute blood vessels, the heart, lungs, stomach, liver, intestines and kidneys, and it presides over the involuntary functions associated with the maintenance of life. such as digestion, nutrition, circulation and respiration.
- 8 The blood is forced from the left auricle past the bicuspid (mitral) valve to the left ventrical; thence through the semilunar valves into the aorta; thence through the arteries, capillaries and veins into the right auricle.
- 9 (a) The lungs are two pinkish gray structures of a light, spongy appearance. They are

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composed of air cells and the branches of the bronchial tubes. (b) Each lung is enveloped in a serous membrane called the *pleura*. (c) They fill the chest cavity except the space taken up by the heart and its appendages. (d) Purification of the blood by exchanging for oxygen the car-bonic acid gas received by the blood in its circulation through the capillaries of the body. The lungs also furnish a reservoir of air which by its expulsion aids in producing voice.

10 The cornea admits light to the retina and by its form it assists the crystalline lens in focus-sing the rays of light. The larynx contains the vocal cords and is the essential organ of the voice. The choroid coat carries the blood vessels and its dark lining prevents reflection of the rays of light admitted to the eye. The Eustachian tube admits air from the throat to the middle ear, thus equalizing the pressure of the air upon each

side of the ear drum.

11 (a) In case the injured person need not be moved, handle the limb with care and keep it in an easy, natural position till the doctor comes. If the injured one must be moved some distance, the limb should be at once bound to a board or stick with handkerchiefs or strips of cloth.

(b) Make deep pressure at once between the wound and the heart; at first, by gripping with the fingers, and as soon as possible by tying a handkerchief or cloth bandage about the limb.

12 Tie a piece of animal membrane over the mouth of a large funnel tube and pour a saturated solution of copper sulphate into the stem of the tube until the liquid a little more than fills the bulb. Thrust the tube into a beaker containing clear water and fix it so that the liquids stand at the same height, both inside and outside of the tube. Set the beaker aside for a time. You will soon notice that a bluish tint appears in the water in the outer vessel, and that the liquid is rising in the funnel tube. It is evident that both liquids are passing through the membrane, and that the greater flow is inward.

It is due to osmosis that the liquid digested food is absorbed by the veins and villi of the alimentary canal, and that the blood is purified in the lungs by the interchange through the thin membranes of the air cells, of carbonic acid gas

for oxygen.

## ELEMENTARY UNITED STATES HISTORY AND CIVICS

#### Questions

1 State by what nation and for what purpose each of the following colonies was settled: Georgia, New York, Louisiana.

2 What part of America was explored by (a) Cabot, (b) Hudson, (c) Marquette, (d) Lewis and Clark? Give the approximate date of the exploration of each.

3 Describe the home life of the people of Virginia in colonial days.

Give an account of one of the following: Perry's victory on Lake Erie, the battle of New Orleans (1815).

5 Mention an important service of each of the following: Elias Howe, S. F. B. Morse, Cyrus McCormick, Frances Willard.
6 Name four states that have been formed

from the Louisiana purchase.

7 Give an account of one of the following. Erie canal, Cumberland road.

8 Name the author of each of two of the following poems: Old Ironsides, Star-spangled Banner, Battle Hymn of the Republic.

9 Give an account of one of the following: nullification in South Carolina,

Brown's raid.

10 Name the two bodies that compose the New York Legislature and tell how the members are chosen.

11 State four powers given to Congress by the Constitution.

12 Mention two noted events of McKinley's administration and give an account of one of them.

#### Answers

1\_English, as a barrier against the Spaniards in Florida and as a refuge for poor English debtors imprisoned under the severe laws of that time; Dutch, traffic in furs with the Indians; French, possession of the Mississippi valley.

2 (a) The Atlantic coast from Nova Scotia

to Cape Hatteras, 1498. (b) Delaware bay, New York bay and Hudson river, in the Dutch service, 1609. Hudson strait and Hudson bay, in the English service. (c) Green bay westward overland to the Wisconsin, down the Wisconsin and the Mississippi to the mouth of the Arkansas, 1673. (d) The Missouri from its mouth to its source in the mountains, across the mountains to Clear Water river, down this river to the Columbia, down the Columbia to the Pacific, 1804-5.

3 The majority of the early settlers of Virginia were of pure English descent and of aristocratic tendences. The rich lived on large plantations in stately houses furnished with oak and mahogany brought from England. There were expensive silver plate and wines on their tables and numerous negro slaves to serve them. Their mode of life and social customs were very similar to those of the aristocratic class of Eng-

land at that time.

4 (a) Hull's surrender of Detroit to the British in 1812 and the unsuccessful attempts to invade Canada caused American affairs in that region to be in desperate straits. In the fall of 1813 Capt. O. H. Perry, who had built a small navy on Lake Erie, completely defeated a superior British naval force near Sandusky. This victory gave us control of Lake Erie and opened the way for the American army under Harrison to advance on and capture Detroit.

(b) The British directed their final efforts in the war of 1812 to an attack on the United States in the south. Jackson, believing that New Orleans was their objective point, hastily fortified that city. The British also on their arrival threw up fortifications. Gen. Pakenham, the British leader, assaulted the American works, Jan. 8, 1815, but the unerring fire of Jackson's sharp-shooters compelled the British to withdraw their forces with great loss. Jack-son's loss was only eight killed and thirteen wounded. This battle ended the British invasion of Louisiana and closed the war.

Elias Howe invented the sewing machine; S. F. B. Morse invented the electric telegraph; Cyrus McCormack invented the reaper; Francis Willard was a temperance reformer, editor and

6 Louisiana, Arkansas, Iowa, Nebraska, North Dakota, South Dakota, etc.

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(b) More than a million dollars were spent by the national government in building a national highway from Cumberland, Md., to Wheeling, Ohio. It was a broad, smooth and solid highway built to meet the general demand for better means of communication between the different portions of the rapidly developing country. Owing to opposition to national grants for such purposes, this road depended on state aid for its further extension to the Miss-

8 O. W. Holmes; Francis S. Key; Julia

Ward Howe.

9 (a) The South was an agricultural country and the tariff of 1828 and 1832 were extremely unpopular there, since they added considerably to the cost of manufactured goods received by

them in exchange for raw products. In December, 1832, South Carolina through a state convention, convened to consider the matter, declared that the Federal tariff laws were null and void, forbade the collection of taxes and threatened to secede from the Union

if resisted.

President Jackson issued a proclamation that the Federal laws must be obeyed and he sent troops to Charleston that they might assist in

enforcing the laws if necessary.

(b) In 1850 the whole country was startled by an attempt of John Brown to incite the slaves to an insurrection. With a band of only about twenty men he seized the United States arsenal at Harpers' Ferry, on the Potomac, in Virginia, and attempted to liberate the slaves in that vicinity. He expected that the slaves would join him, and follow him as leader, but in this he was mistaken. He was soon overpowered and at the same time several of his men were killed. He was tried by the Virginia courts, convicted and executed. The effect of this raid was to widen still more the breach between the North and the South.

ro Senate and Assembly. They are chosen by the qualified voters of their respective

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11 To regulate commerce with foreign nations, and among the several States: to coin money; to declare war; to provide and maintain a navy to lay and collect taxes, duties, imports and excises.

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12 The Spanish-American war; the Galveston Galveston is situated on a low island between the Gulf of Mexico and Galveston Bay. In September, 1900, the waters of the Gulf driven by hurricane winds flooded the entire city, demolishing many buildings and drowning many thousand people. The city is now build-ing great sea walls to prevent a similar disaster.

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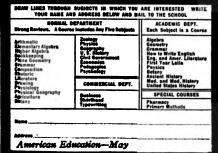
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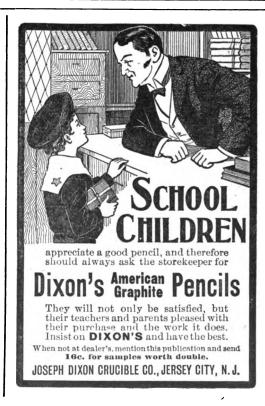
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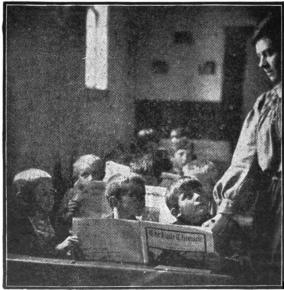
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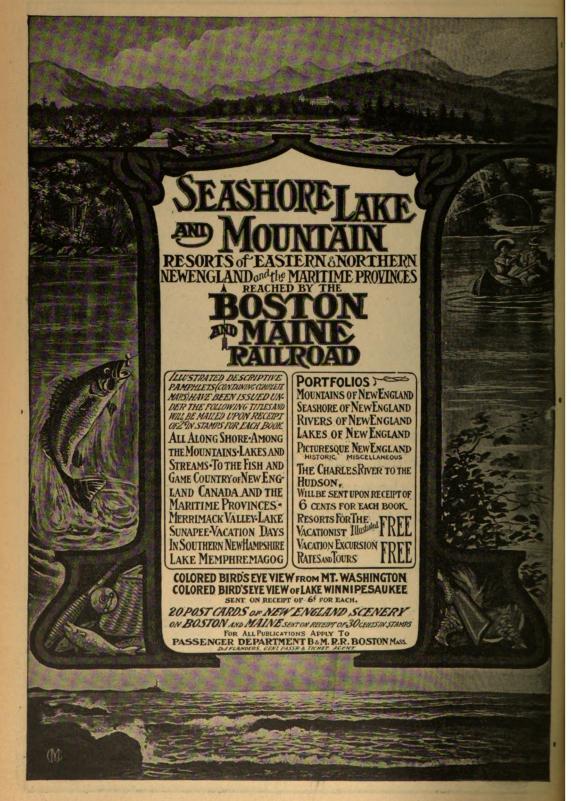
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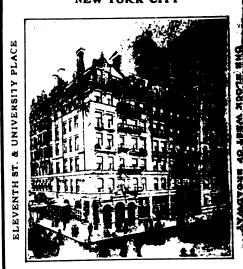
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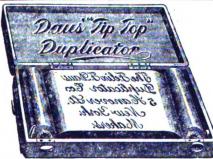
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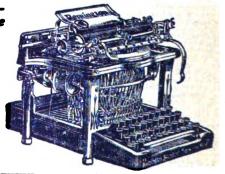
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THE PUBLISHER'S PAGE

A Forward Movement

The June number of American Education comes to you with a new cover and sixteen extra pages. This has been made possible by circumstances of slight interest to you, perhaps, but of considerable importance to the publishers. However, we hope to arouse your interest by confiding to you some of our plans for the future.

For a long time we have observed that certain phases of education have not been presented in the educational press as fully or intelligently as their importance demanded, and that educational magazines generally have kept within rather narrow limits. Education at the beginning of the twentieth century is of wide range, touching not only the school but the home, the church and life itself. We repeat the words of our title, American Education, and find it is broad enough to cover the whole field and so we have undertaken a forward movement and hope to make the magazine exactly what it is in name, a magazine devoted to educational progress, investigation, discussion and inspiration, national in character and distinguished by breadth and depth of view, a magazine that will be appreciated by parents and all those indirectly interested in education as well as by teachers and school officials.

The Contents

A brief summary of the field we are planning to cover includes the presentation of concrete pedagogical problems, articles covering the best thought on the principles, psychology and philosophy of education, moral and religious education at school and in the home, papers on school architecture and decoration of the school room, the presentation of the results of child study investigations, professional articles on the teaching of English, mathematics, science and manual training.

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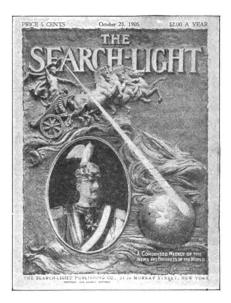
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# American Education

### FROM KINDERGARTEN TO COLLEGE

Vol. IX

JUNE, 1906

No. 10

## The Supervision of a City School System

S. R. SHEAR, SUPERINTENDENT OF SCHOOLS, KINGSTON, N. Y.

CITIES vary greatly in size, but the problems of school administration are practically the same in all cities. These problems differ largely in degree, and they must be solved either by the school superintendent or by some one to whom the power is delegated either by him or by the Board of Education. In either event, the school superintendent is held responsible for results.

The term superintendent has been applied to overseers of mills, factories, railroads and prisons. These people, however, deal with material things, with mercenary interests, not with human minds and immortal souls. They can be in no sense superintendents.

The duties of a superintendent of schools are so varied, and many of them are so delicate in nature the responsibilities are so great, the final results so far-reaching, that we do well to consider the qualifications of one seeking this high office.

First, he should have a broad, liberal education; he should understand thoroughly the subject matter which is being taught in the schools under his supervision, and not only so, but he should have a thorough special preparation for his work. He should understand the history of education that he may be able to avoid the mistakes of the past, and take advantage of all the fundamental principles which have been established through experience and practice. He should have a thorough knowledge of the principles of education; he

should understand child life, not in a formal perfunctory way, but it should be a live, throbbing, sympathetic understanding which brings him into close touch with the activities of child life; he should understand the principles of school adminis-In fact, he should be master of all tration. problems that would come before him for solution, and not only so, but he should be a man of broad sympathies. He should be able, at all times and on all occasions, to impute to every one the best motives until compelled to believe otherwise; he should be tactful in his dealings with all with whom he comes in contact; he should inspire the very best in his associates and the students; he should be patient, persistent and eternally vigilant for the best interests of the schools under his charge. He should be a man of sufficient character to maintain the respect, not only of the teachers and pupils, but of the entire community in which he lives. He should be a masterful man; he should have strong convictions and be willing to stand by them under any and all opposition; he should be a leader, not a follower, on all public questions; he should be a man of force; he should be recognized as a good business man, and as a man taking an interest in everything which has to do for the public.

Again, the superintendent of schools must have high ideals. He must understand the end from the beginning, and all his efforts and all his plans must tend toward this one focal point.

### DUTIES NUMEROUS.

The functions of a school superintendent are more numerous than one would at first suppose. As a public servant he is called upon to do many things which might better be done by some one else; he is called upon to perform duties not properly his own, and yet he feels that it is best for him and for the schools that he respond to these various calls even though at great sacrifice in some cases. As a superintendent, he should be directly responsible for the recommendation of teachers, and for their continued growth; for the examination and promotion of pupils; for the construction of the course of study; for the selection of the textbooks; for the general educational plans which characterize the schools of the city; for a general oversight of the business affairs of the schools.

The methods pursued in working out the various problems will be determined in large measure by the conditions which confront the school superintendent. It may be well to remember that fifty years ago, the office of school superintendent was practically unknown, and the office would never have been created had it not been for the fact that Boards of Education felt the need of an errand boy.

The twentieth century superintendent who begins his work in a strange community may find a board of education whose conception of his office is just that. His predecessor may have been a fawning invertebrate who made sure of his calling by making certain of his election, and who did nothing except to hold on to his job. To do anything under such conditions is indeed difficult, and it takes some time to bring about more satisfactory conditions.

Boards of Education, as a rule, are precisely what they are obliged to be, and when we find a board selecting teachers, promoting pupils, selecting textbooks, constructing a course of study, and all this without consultation with the superintendent, we find it is because some feeble

man, weak and timid, has shirked his duties and placed them in the hands of the Board of Education.

Again, some school superintendents so thoroughly isolate themselves from the world and the community in which they live that the schools are seldom heard from. Nothing is done to interest the public in the schools. This is due, in some cases, to fear that the public may become too inquisitive, and in other cases it is due to mere inertia. This type of a man will leave a tremendous amount of dead wood in the teaching force. He will be timid, will be fearful of political, religious and social prejudice and will never recommend that a teacher, however incompetent, shall be dropped. The rights of fifty children will be subordinated to the rights of an inefficient teacher who might have made a better living and been happier in some other calling. The result is poor work; children dropping out of school before the proper time; no enthusiasm in the high school; no interest on the part of the public.

Again this twentieth century superintendent may find that his predecessor was so fearful of adding to the tax budget, that nothing has ever been added to the equipment of the schools; the accommodations are inadequate, teachers are overworked because of large classes crowded into small, illy heated, poorly lighted and imperfectly ventilated rooms.

### CONDITIONS ARE CHANGING.

The conditions above enumerated are not difficult to find, but gradually the superannuated, the supernumerary, the timid and the political superintendents are giving way to efficient, aggressive men who will leave something of the following conditions for their successors.

The board will recognize and respect the office of the superintendent and they will be quite willing to confer upon him all the power he needs to develop a stronger centralized school system.

Parents' meetings have been held, exhibits have been given of the work done by the children, literary societies of the city have been interested in behalf of the schools, newspapers have been liberally used, every possible effort has been put forth to lead the people to realize that the schools are at least as important as the streets, the sewer system or the fire department.

Perhaps the superintendent is a man of strong personality, a man of positive conviction and with a genius for accomplishing things. In that event, the teachers will be uniformly efficient; they will be enthusiastic in their work, and their influence will be manifest in a higher intellectual tone throughout the entire community. Perhaps he is a man who cared more for the children than for the good opinion of their parents; he was constantly urging the Board of Education to increase the number of buildings and the general equipment of the schools; he realized that in the end, whatever he did for the schools appealed to the parent, and so our twentieth century superintendent comes into a goodly heritage of friendly sentiment, of efficiency and of equipment.

School superintendents are as likely to be guilty of the sins of commission as of the sins of omission. Too many times they do things they ought not to do and leave undone the things they ought to do. superintendent should never be a bookkeeper or a clerk or a stenographer. lacks sufficient assistants in these directions, he should use all his powers of persuasion with the Board of Education to secure an adequate clerical force. He should never give a large amount of his time to doling out books and material, to the details of janitor work and care of school buildings. Of course he should be mindful of all these things, should have the general oversight of them all, and yet these duties must be in large measure, delegated to others, if the superintendent is to be free to perform his proper functions.

THE SELECTION OF TEACHERS.

The matter of selecting teachers has given rise to many bitter controversies and has resulted in both city and state legislation. It is certain that unless the superintendent has full power of nomination, unless his recommendation is pretty sure to be accepted by the Board of Education, he has little influence one way or the other as regards the efficiency of the force. Some men select all their teachers and want everybody to know it. Other men select all their teachers, but no advertising of the fact takes place. Superintendents are sometimes so strenuous in this matter that they arouse the opposition, not only of the Board of Education, but the teachers themselves. It has been my observation that the superintendent who is impartial, who has sound judgment and who is discriminating in his choice of teachers will have little trouble by being overruled by the Board.

The superintendent should always be absolutely honest with his Board and should give a reason for every position which he takes, and then he should be willing to stand by that position. No Board of Education admires a trimmer. They may not altogether love a strenuous man, but they will at least respect him and honor him, and in nine cases out of ten, they will give him his way.

The superintendent should fix a minimum qualification for teaching in the city schools, and then he should lead his Board to accept the minimum. I believe there is no reason why in our own state, a teacher should be admitted to a system of city schools with less than a State certificate, or a Normal diploma or a College Graduate certificate. We need more than anything else scholarship, and it is very difficult to make a teacher out of a girl who lacks scholarship. It is the duty of the superintendent to inspire his teachers to study, to study not only general subjects, but pedagogical works. He should inspire

them to attend summer schools, teachers' associations; he should inspire them to grow in every possible way, and he should obtain the cooperation of his Board of Education in this matter that the teachers may understand the general policy of the administration. General meetings should be held for the discussion of broad, general topics; grade meetings should be held and should resolve themselves into round-table conferences. Teachers should be led to visit other schools that they may gain new ideas, new methods, fresh thoughts for introduction into their own class room.

### SUPERVISION.

The superintendent should have general oversight of the methods used in his schools. but he should never rob a teacher of her individuality. His supervision should be a large part of his work. Many superintendents sit in their office and run the schools through a system of telephones; the only information they have concerning the work of the teacher is through written reports or written examinations. When the number of teachers becomes so great that the superintendent is not able to personally supervise their work, assistants should be employed. This work of supervision should not be simply for the purpose of criticism of an adverse nature, but commendation and encouragement should characterize these periodic visits of the supervising officer. However, so seldom can the superintendent visit an individual teacher that his estimate must be based largely upon the judgment of the special supervisors and upon the judgment of the principal, and this leads me to another phase of the topic which I consider of vital importance.

### FIXING RESPONSIBILITY.

It has been said, "as the teacher, so the school." I believe a truer statement would be, as the principal, so the school. I believe in fixing responsibility all along the

line. The individual pupil should be, so far as possible, held responsible for himself; the teacher should be responsible for her room; the principal for his school; the superintendent for all the schools. The Board of Education look to the superintendent for results, and he must be able to delegate duties and fix responsibility in order that he may deliver the goods. Teachers should be led to understand that they are directly responsible to the principal. He must be given sufficient authority so that he may command the respect, not only of the pupils, but the teachers.

I believe in weekly principals' meetings, and I believe that the policy of the administration must be fixed not only in the Board meetings, but in the principals' meetings. I believe that suggestions and plans should be carried from the principals' meetings to the various teachers and that they should be carried out under his advice and careful supervision. Of course, we must depend upon our special supervisors for the estimate of a teacher in a particular subject, but the principal is the man upon whom the great responsibility rests. I believe in men principals, and I believe the strongest schools will be run by men; men upon whom you can fix responsibility; men who are capable of understanding and interpreting orders and carrying out suggestions; men who are tactful and patient in dealing with teachers and pupils; men who are bound to make their school the best school in the city.

### SPECIAL SUPERVISORS.

A word as to the special supervisors. Most cities have a supervisor of music, a supervisor of drawing, a supervisor of penmanship, a supervisor of physical training, perhaps a supervisor of manual training.

It has been my experience that great care must be used in dealing with these supervisors, otherwise each supervisor will be impressed with the fact that his or her work should receive a large amount of attention, more than it possibly can receive in view of the other work which has to be done. It is necessary for the superintendent to fix an amount of time which may be required for each special subject, and then he should hold his principals responsible for insisting that the program be carried out, otherwise these special subjects may well be termed fads.

I have found it wise in my experience to have frequent consultations with the supervisors, and from time to time we meet and arrange a program of visitation so that we know each day where every supervisor is, and we are thus able to avoid a congestion of supervisors in a given building at any one time. This plan prevents too great disturbance of the regular school program.

It may be urged that this makes the work too formal to be valuable, but unless some such system is provided, friction is produced, and it is the chief business of the superintendent to keep the educational wheels oiled so thoroughly that the squeaking is not heard by either the Board of Education or the community.

### COOPERATION.

It has been suggested that it is the function of the superintendent to examine and promote pupils, but how utterly impossible in a city with from 5000 to 10,000 or more children, for the superintendent to do this personally. It must all be done through the teacher and principal working in conjunction.

It has also been suggested that the course of study should be made by the superintendent. In every city system we have men and women who are specialists in certain subjects, and I believe that committees should be appointed from the principals and assistants to prepare courses in these subjects, and to keep them revised, up to date, and to correlate them with the other subjects of the course. This will do away with the common evil of each teacher knowing simply the work of her own grade. It will create a general interest in

the course of study as a whole, and it will lead the teachers to feel a larger responsibility in the matter because they have had a part in its preparation.

Of course, the selection of textbooks rests finally with the superintendent, but textbooks should never be selected except through the Board of Principals after consultation with their teachers. If superintendents pursue this method of selecting text books, the matter of interference from the Board will never arise.

Teachers should be instructed to judge books not purely from a literary standpoint, but from a mechanical standpoint. You will find that after a little, teachers are just as observing in the matter of print, binding, quality of paper, illustrations, etc., as they are of the content of the subject matter, and it is well that they should become familiar with these phases, even though they had no voice in the matter of selection.

In closing, I quote from the last report of the President of our Board of Education.

"The work of the Board of Education is done in Committees. Each Committee has a time for meeting when all the work before it is thoroughly gone over. The management is organized under the following heads: Committee on Finance, which has the supervision over all the fiscal matters of the Board: Committee on Buildings, which has the charge and supervision over all the buildings and real estate under the control of the Board of Education: Committee on Supplies, which has the charge of all supplies for the use of the schools: Committee on Teachers, which has charge of the employment of teachers and janitors in the public schools. As matters under these various departments arise each month, they are taken up by the proper committee, who report at the next regular meeting. Thus the work of the Board is systematized and conducted in a businesslike manner."

I may add that I have found the com-

mittee system to be most productive of harmony in the Board of Education. If matters are to be brought up at the regular meeting of the Board, they are referred to the superintendent who refers them to the proper committee where they are discussed fully and freely. At the next regular meeting the committee reports and the report of the committee is invariably adopted, thus unfortunate discussions and personalities are avoided, and the Board meetings are always brief and harmon-

portant that the superintendent keep a general oversight of these matters as of the purely pedagogical aspects of the work. His recommendation should be such that the amount spent for schools should bear a reasonable relation to the aggregate amount raised for all city purposes.

We must be governed by conditions, and what might be possible in one city would be an utter impossibility in another city.

Finally, the school superintendent must not only be an indefatigable worker, but



EXHIBITION OF KNIFE WORK

ious. The work has previously been done in committees. Each committee tends strictly to its own business, no one infringing upon the rights of another. Through this plan, the custom of teachers, principals and patrons interviewing this member of the Board or another about some matter which is unsatisfactory is practically done away with and a vast deal of friction is thus avoided.

The larger degree of cooperation we can secure on the part of all concerned, the greater harmony prevails in the school system and the larger the measure of efficiency. It is conceded that the financial affairs are entirely in the hands of the Board of Education, but it is just as im-

he must be a leader; and he must be willing to assume the responsibility which leadership brings; he must expect opposition, for opposition is inevitable; he must meet it calmly and firmly. He must expect to be misunderstood, but he must learn to bide his time; he must expect to be called a faddist because to the conservative laymen, anything new is a fad; he must expect to be called a theorist, but he must make every effort to demonstrate the fact that he is a practical man; he must expect to be accused of being partial, but he must in the settlement of every vexed question satisfy his own conscience, and it follows as the day the night, he cannot then be false to any man.

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### Education for Character

II. THE PHYSICAL ENVIRONMENT HORATIO M. POLLOCK, Ph. D.

DECENT writers on education have emphasized the fact that the process of education is largely one of adjustment-an adjustment on the part of the child to the physical environment on the one hand and an adjustment to the spiritual possessions of the race on the other. The further fact that the best education includes the adjustment of the physical and spiritual environment to the needs of the child has not been given the attention it deserves. For the most part environment is considered a fixed mold and the child the plastic clay that must be fitted to the mold. That such a view is not consonant with the facts is evident to anyone who gives the subject a moment's thought. The nurse who clothes the newborn babe begins the process of changing the natural environment to an artificial one absolutely essential to the needs of the child. Clothes, houses, cooked food, conveyances, etc., are results of our efforts to improve the natural conditions of life. The difference between the civilized man and the savage is that the one is the master, the other, the subject of his environment. The one molds the things he finds about him to suit his convenience, the other allows his life to be shaped by the things with which he comes in contact.

The important features of the physical environment are light, heat, air, food, drink, clothes, buildings, manufactured articles, sound, climate, home conditions, scenery and living things. These things are common to all, and to a great extent may be modified at will by the individual. One may live in light or in darkness, he may breathe pure air or foul air, he may

eat plain food or delicacies, he may drink water or wine, he may wear good clothes or poor ones, he may live in a hut or in a palace. His selection of his physical environment determines his physical life and to a considerable degree his mental and moral life as well. The young babe is very sensitive to physical conditions. Its life, health and disposition depend almost entirely on proper light, temperature, air, food, drink and clothes. Properly cared for and nourished it grows into a healthy, happy child and finally develops into a strong man or woman.

The hygienic value of the physical environment is now well understood but the mental and moral value is still to be investigated. In thinking of the health of the child we too often forget the impressions that are being made upon its little mind. Fortunately, in many cases the health of body and the health of spirit are linked together so that in caring for the one we foster the other. It is possible, however, for the child to grow up a healthy animal with very little mental or moral development. Education for character demands a symmetrical growth of all the powers and faculties of the child. Certain forms of physical environment favor such growth and other forms retard it. The following analyses of some of the phases of physical environment is for the purpose of determining the best conditions for the upbuilding of character.

### LIGHT AND DARKNESS.

The effect of light on living things is very marked. It is a well known fact that the leaves of plants will acquire their green color only in the presence of light and that in the absence of light the assimilation of carbon dioxide and formation of starch in plants cannot take place. Light also has a stimulating or irritating effect on plants which causes them to adjust their leaves and stems so that the exposure to the rays may be either lessened or diminished. Sunlight has a powerful effect on lower organisms. A few minutes exposure to bright sunlight will suffice to destroy most bacteria.

The physiological effect of sunlight on animals and man, while not so great as on plants, is still of considerable importance. The most noticeable effect is the color of the skin. Exposure to sun in summer causes the development of pigment in the skin and long continued existence in hot countries, as in the case of the African race, has resulted in making a permanent change of color. Absence of sunlight as endured by those who live north of the arctic circle and those who work in mines or dwell in caves causes the skin to have a blanched unhealthy appearance.

In addition to the effect on the complexion, light acts as a stimulant to the skin, causing it to perform its natural functions more readily. As a therapeutic agent light has been used with success in case of some skin diseases. Prof. Finsen has established a hospital in Copenhagen for the treatment of tuberculosis of the skin by condensed light, and his methods have been introduced to some extent in this country. It is claimed that the treatment is remarkably successful.

Aside from the direct cures wrought by light it has been found that light is an essential factor in the treatment of diseases. With few exceptions, diseases are best treated in light rooms. Patients are more cheerful and more hopeful in a bright room and consequently the mind aids the body in resisting the disease. The fact is now so well recognized that all new hospitals are constructed with the view of obtaining as much light as possible.

The psychological influence of light is even greater than the physiological. general, light is favorable to mental processes while darkness is unfavorable. sense of sight, which is by far the most efficient of the senses in informing the mind, is active only in the light. The movements of the body are necessarily fewer, slower and more cautious in darkness than in light; the opportunity for the senses other than sight to act is lessened; the circulation of the blood is slower and the mind rests. If artificial light cannot be procured sleep naturally comes with darkness. The mind is thus almost wholly dependent on the light for its development.

Blind people usually develop the sense of harmony and the sense of touch so as to compensate partially for the lack of the sense of sight, but as a rule the blind are not well developed mentally unless they have been specially trained by a person who can see.

We are children of the Sun to fully as great a degree as the ancient Persian believed. His rising in the east is the signal for us to begin the day's labor and his setting in the west is the signal for us to desist from toil. When he rises in majesty we are filled with hope and courage; when he rides triumphant in the heavens we seem to share his triumph; when the clouds cover his face a frown covers ours and as the clouds pass away a smile dispels the frown; when he paints the heavens in glorious tints at the close of day we gaze in rapture and are filled with ecstatic delight. Who has not felt the depressing influence of a dark, gloomy day or felt his spirits bound within him as the clouds rolled away and the sun lit up the world?

As the light produces such a decided effect upon the intellect and feeling, it cannot fail to affect the will and the moral attitude. It is not convenience and concealment merely that cause men to choose darkness for their evil deeds. Light helps men to resist evil while darkness has no

such power. In the glare of day evil stands forth in all its horror while under the dark veil of night only the dim outlines are seen. A home in which little or no light enters is almost certain to ruin both body and soul of the child living therein. The police records of our cities show that a arge percentage of crime comes from the dark, filthy tenements. The lack of light is only one of the elements which cause crime in such places but it is certainly an important one. Under normal conditions the more light in living rooms, the better it is for all who occupy them. In the clear light we see things as they are, and the mind is receiving a continued suggestion of true relations. Naturally, reactions will also express true relations. G. Stanley Hall and Theodate L. Smith who made an investigation of the reactions to light and darkness found that dull days had a deteriorating effect on school children. Teachers were almost unanimous in reporting that on such days children were dull, irritable, low spirited and harder to manage than on bright days. In summing up the conclusion of the investigation the authors use these words: "Reactions to light are in the direction of life, health, activity and moral growth; those of darkness in the direction of mental and bodily inactivity and, unduly prolonged, show indications of tendencies toward moral deterioration."

In view of these facts it is clear that the child should live in the light except during the time of sleep. There should be no dark or gloomy rooms in the home or the school and direct sunlight should be welcomed for a portion of each day.

### HEAT.

The temperature of the human body in health is uniformly about  $98\frac{1}{2}^{\circ}$  F. A rise in temperature indicates a fever and a fall a lessening of the bodily functions. If the temperature rises to  $107^{\circ}$  F. or sinks to  $95^{\circ}$  F. death is almost certain to ensue. The healthy body when properly protected can

live for several hours in an atmosphere having a temperature as high as 125° F. or possibly 130° F. and as low as -40° F. or -50° F. When at rest the temperature of the atmosphere most agreeable to the body is 68° F. or 70° F.; when exercising vigorously, 50° F. to 60 °F. The most favorable temperature is indicated by the person feeling neither hot nor cold. When the temperature of the surrounding air is unfavorable the nerves takes cognizance of the fact and the skin and circulatory system immediately react so as to overcome the unfavorable condition. When the temperature of the surrounding air is high, the skin and its blood vessels expand, the pores of the skin open and profuse perspiration takes place, the perspired fluid is rapidly evaporated and the body is kept cool. When the temperature is low, the skin and its blood vessels contract and the heat radiated by the body is lessened, the resisting power of the blood is much weakened. Special protection must be given the body when it is to be subjected to extremes of temperature for any considerable time, otherwise the skin will be injured and disastrous results will follow.

As the temperature of the surrounding atmosphere has such an important influence on the body, it must affect the mind also. If the nervous system is disturbed, the action of the mind is hindered. Naturally, then, the surrounding temperature most favorable for the bodily functions is likewise most favorable for the mind. When the body is subjected to an excess of heat the nervous system is irritated, the mind is confused and loses the power of concentration, the higher powers seem to give way to the lower, anger is easily aroused and the mind becomes excited over trifles, self-control for the time is lost and there is little incentive to action. When the body is subjected to a very cold temperature nearly the whole energy of the system is used in the production of heat and consequently there is little left for brain work. If the body is well protected and can exercise freely, exposure for a short time to cold air usually acts as a stimulant. Winter is more favorable than summer for mental work because there is less difficulty in securing the proper temperature indoors and because of the stimulating effect of the out-door cold.

As we have seen, the irritating effect of high temperatures causes the passions to be easily aroused and at the same time weakens the control of the mind over the body. Albert Leffingwell in his work on the "Influence of Seasons on Conduct" shows by statistics gathered from the records of the principal countries of Europe that crime is more prevalent during the summer months than during the winter months. People inhabiting hot countries have less strength of character than those inhabitating temperate countries. Resolution and firmness of purpose are largely lost in countries of intense heat. Extreme cold is also unfavorable to the development of character. struggle for the maintenance of life in cold countries is so intense that man in such countries does not rise much above the animals in ethical conceptions. Cruelty and harshness are characteristic of the inhabitants of such regions. Temperate countries are most favorable for moral as well as physical and mental development.

In the child the disposition is much affected by the temperature of its environment. If it is kept in rooms that are too warm it will be restless, cross and peevish; if in rooms that are too cold, it will become harsh and cruel. In either case disease is likely to ensue. Living rooms and study rooms should be kept at a temperature as near 70° F. as possible and sleeping rooms at a temperature not higher than 65° F. High temperatures in sleeping rooms are extremely demoralizing to both body and mind. The migration from city to country and the liberal use of ice, and electric fans are doing much to counteract the distressing effects of the hot summer months. If the homes of the poor as well as those of the rich could be thus rendered comfortable in summer there would be a decided gain in physical and moral health.

(To be continued.)





THE SHEPHERDESS

## Supervision of High Schools

M. G. BENEDICT, SUPERINTENDENT OF SCHOOLS, UTICA, N. Y.

THE noun supervision is derived from the verb to supervise. To supervise is "to oversee for direction," "inspect with authority." Therefore supervision is the act of overseeing by one who has authority and, if need be, exercises that authority.

The subject seems to imply that High Schools need supervision but leaves us in doubt as to the source and kind. The source and kind of supervision is, therefore, our subject.

. Is the overseeing with direction to be performed by the board of education, by the superintendent of the system or by the principal of the high school? All authority emanates from and ultimately rests in the board of education but, except in rare cases, the power to supervise should be delegated to one or more persons to carry to a final and successful issue, pre-determined and settled policies. These policies may be determined by the board of education or still more remotely by the people themselves in accordance with the well known functions of a high school. Before asking what the supervision of a high school shall be or by whom exercised it is necessary to properly locate the high school in the scheme of education and to determine its proper functions.

It has been wisely said that education should be continuous from the cradle to the grave; so far as education is provided by some constituted authority it should be harmonious throughout. It should advance by easy stages, and its various parts so closely connected that the learner can pass from one stage to another without wrench or loss of time. This scheme of education begins with the kindergarten

and extends through the university. A close connection therefore should be maintained between the kindergartens and the elementary schools, between the elementary schools and the high school, between the high schools and the colleges, between the colleges and the universities. The high school is the connecting link between the elementary school and the college for those who wish and are able to take a college course or a connecting link between the elementary schools and a life vocation. We are concerned to-day with the high school link only. In this discussion we shall have in mind only those communities where there is likely to be a sufficient number of high school pupils which will be fairly representative of all the varying desires of ambitious persons. A city large or small, and probably many of the villages, will fulfill the conditions.

Since the high school is one link in the chain of education one of its functions must be to prepare boys and girls, who desire it, for admission to college. Otherwise, the chain is broken, the continuity destroyed and the progress of many pupils injured. We may be dissatisfied with the requirements as laid down by the higher institutions for admission but if the high school forms a part of a continuous chain the community has a right to demand that there shall be no break at the end of a high school course. If the requirements are too strenuous, the system should be readjusted by those having the matter in charge. Surely one high school or one community working alone can not effect such a change. While conditions remain as they are it certainly is one of the functions of a high school to do college preparatory work.

It is a function of a high school to give boys and girls who do not desire to enter college an' education in every respect equivalent to that given to those who do so desire. Otherwise, the link will be doing a partial work and will bestow favors upon a special class to the detriment of many who are as deserving and as capable. Courses of study should be as broad, as comprehensive, yea, even more so, for pupils who expect to finish their education in the secondary schools as for those who expect to continue in advanced schools. The quality of teaching should be just as good and just as masterly teachers should be assigned to such classes. No sympathy should be given, no toleration should be extended to those schools which put all the stress upon those pupils or classes which are to be tried by some authority in advance and let those who are not to be tried "catch as catch they can."

It is the function of a high school to work out and apply a course of study which will fulfill the above conditions and every pupil who may enter equal opportunities for equal degrees of advancement. These equal degrees may not be along the same lines, one line may be college preparatory, other lines may be in science, in history, in English, in commercial branches, in manual training, or in technical science or it may be a combination of two or more as will best fit the needs or choice of individual pupils.

In these days of free electives, it is the function of the high school to guard pupils against the danger of dissipating their powers in mere acquisition of information. The following of many subjects which is liable to happen under a free elective system, may give information, but power results from an accurate, comprehensive knowledge of a few great subjects rather than from a division of atten-

tion among several topics. Pupils, therefore, should be guarded against half year subjects and directed rather to subjects extending over two, three or even four years of study.

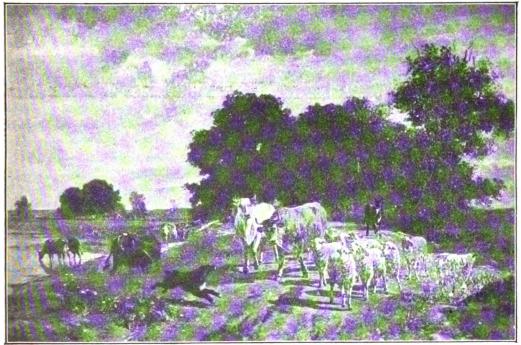
It is a function of the high school to take all pupils who have satisfactorily completed a properly constructed elementary course and who are capable of entering upon the work of secondary school studies and adjust them to the point of view required to successfully prosecute the new work. Great skill is here required; nevertheless, this is one of the functions and should be accepted and performed.

It is the function of a high school to admit all who are prepared, find the work they can do and carry them just as far as their capabilities will warrant, within its prescribed limits so that no boy or girl may be deprived of the benefits arising from the associations to be found in a well ordered high school.

It is the function of the high school to give every child who may come within its influence an education which shall fit him or her to fulfill intelligently the duties of life, whether in pursuing a college course of study or in preparing to follow some activity of the business world.

It is a function of the high school to encourage, stimulate and direct, proper and systematic physical training with a due regard for games, sports and proper social relations. A high school which is alive to its true mission will make its pupils realize that their chief business at school is not athletic contests with other school organizations or societies, that it is not to found and maintain secret societies and fraternities which keep club rooms, have smokers, give banquets and hold social dances. Sports and games within the body of students are excellent and desirable but out-of-town games are, to sav the least, undesirable, and are to be discouraged. A social life which includes the whole student body is commendable but a social life which divides the students up into "cliques," separates them into factions, is to be condemned and, as far as possible, corrected. Pupils should be led to see that their chief business is study and that their courses result in high scholarship, sound characters and in a self directive force known as the power of taking the initiative, and whatever good thing else there may be will be added thereunto.

for encouragement to every teacher and every pupil in all grades below. It should have no spirit of superiority or loftiness but should realize that "unto whom much is given, much is expected." It should realize that it is a part of the whole system of schools, that it draws its support from a common fund, that it must not ask nor expect more than its share and that when some other part of the work requires



THE RETURN TO THE FARM.

l rovon.

From the Webster-Cooley Two-Book-Course in Language, Grammar and Composition.

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It is the function of a high school to stand at the head of a local school system, the crowning stone as it were. Therefore, it should stand as a model school for all the other schools in the district. Its records should show the least number of cases of tardiness, among its teachers and pupils, and it should show the highest percentage of attendance. It should stand

unusual outlay that it in its turn will retrench, economize, but still cheerfully do its very best because retrenchment can not be helped or because it is for the good of the whole system.

It is a function of the high school to lend its hand in creating and maintaining a public sentiment in favor of every legitimate form of education, whether in its

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own sphere or out of it. High schools should co-operate, not antagonize; should uplift, not put down, and on all occasions should blaze the way for better things yet to come.

Such are some of the functions which we think belong to every high school. There may be and undoubtedly are others. Surely these functions are diversified, they are onerous. The whole school system and all the people are interested in making the high school as efficient as possible and in furnishing it with the right supervision. We have already stated that the supervision and final authority resides in the Board of Education, but a wise Board will delegate that authority to others. and foremost the power will be delegated to the superintendent for he it is who must bear the responsibility for unifying the entire system, of equalizing the expense of harmonizing and co-ordinating the various departments.

But a wise superintendent will delegate his authority to a wide extent to the principal of the school. This authority will be a delegated one only, and the principal who receives his authority from the Board of Education through the superintendent will transact his business with the Board through the superintendent as other teachers and principals are accustomed to do. When the high school principal has this authority he should be charged with the responsibility of so conducting that school that its functions will be performed and that the purposes for

which it is established and maintained are accomplished. If the functions of a school are all fulfilled, who cares about the supervision. I, for one, do not. But, for one, I am reasonably confident that no high school can rise to the highest degree of efficiency which does not have a principal broad enough, skilful enough, resourceful enough and with power enough to comprehend the functions, to formulate and execute all necessary decrees within its prescribed sphere and to be in the real sense of the word master of the situation.

An ideal high school principal is one who has the power of a Czar, the wisdom of a Solomon and the heart qualities of the Man of Nazareth. The best supervision in the world for a high school is the supervision which will provide such a man for its principal, a man who knows the needs of the young, who can see the relative relationship which exists between education and life, who has scholarship and extended culture, who can easily lead and direct a faculty of high minded men and women, a man who sympathizes with pupils, rejoices with them in their success, feels for them in their misfortune, can be unyielding when firmness is necessary and all sympathy, all encouragement to the vast number of individual students who constantly need the outstretched hand of assistance. When the principal has these qualities of mind and heart, then make his power commensurate with his duties and hold him responsible for results. This, in my mind, is the ideal supervision.

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### The Secret of Success

GEORGE C. ROWELL

Don't go mopin round all day
Cause the world won't use you well;
Jest brace up and sing a lay
And find where joy and gladness dwell.
When you're sure you've found the place,
Keep knockin till they let you in,
Greet them with a cheertul face;
With these for friends, success you'll win

## Latin Composition

F. R. PARKER, CORTLAND, N. Y.

AS to the purpose of Latin composition, there can be little difference of opinion. There is substantial agreement that it is a means and not an end; that the aim is to strengthen the student's grasp of syntax and incidentally to impress vocabulary; to give a keener insight into the structure of the language, a surer hold on the meanings of case, mood and tense. While we do not urge that discipline is the motive, still we believe that the best kind of mental discipline is got by the practice of composition, more particularly in continuous passages, if proper selection is made and the task assigned is not a more or less servile imitation. To take a piece of Englishmore or less figurative and abstract in expression - to ponder over it till one has resolved it into simple concrete terms, and to express it in its Latin equivalent, is an exercise which brings into play judgment, reflection, nice discrimination - an exercise tonic in its effect on minds unduly given to purely memory work. It will not be contended that composition in itself will enable one to read rapidly and accurately, but certainly one who has faithfully pursued a three or four years' course will feel himself on firmer ground when he attacks an author, and will be saved from grievous and ridiculous errors in interpretation, though he may not be able to express himself in literary English or to seize upon the finer shades of meaning in Vergil. But to be able to express even a simple English sentence in Latin, one must have a surer grasp of forms, syntax and vocabulary than is required to make a fair translation from Latin into English. The author of the "Upton Letters" says: "I would teach boys to write Latin prose because it

is a tough subject, and it initiates them into the process of disentangling the real sense of the English copy."

The syllabus of 1905 issued by the department of education will presumably be a guide for the schools of the State during the next five years. We believe the directions in regard to composition there given are well-considered and reasonable. And if these are followed faithfully, under reasonably good instruction, the students who enter the universities ought to be free from the criticism, heard almost everywhere, of inadequate preparation.

Of the work of the first year little need be said. The lessons in beginner's books call for a sufficient amount of Latin writing each day. Whatever fault is found with these books lies in the fact that they emphasize other features to the neglect of forms, or that they present the facts of grammar in a scrappy and incoherent way. In marked contrast to this procedure is the practice in the German gymnasien, a practice to which we might well pay more heed, although of course the conditions are quite different.

At the end of the second year, according to the syllabus, the student should show "the ability to translate simple English sentences into Latin, illustrating any of the forms or rules required for this year." Presumably this ability will be secured by giving one period a week entirely to composition, and by following the advice of the syllabus that "a fractional part of each recitation period should be given to oral and written exercises wherein sentences of gradually increasing length and complexity shall be translated from English into Latin." This is sound advice. Regular

daily practice is the one thing that will give anything like facility.

In the first part of the year these exercises should consist of simple drill on individual verb forms, for we know how easily these slip from the memory, especially during the long vacation. Moreover, constant practice for a considerable period of time is needed to fix meanings, and to enable the student to give promptly and accurately the Latin for the English or the English for the Latin equivalent. Since the forms commonly occurring in Caesar constitute so small a part of the whole system of inflection, one ought to select these as a basis for drill work. All the first and second persons may be eliminated (leaving these for the end of this year or the beginning of the third year) and the stress put on the third person of indicatives and subjunctives, the particles, infinitives, gerund and supines. No amount of practice in merely reciting paradigms will give the desired command of the verb. The drill should consist of translation, from English into Latin and Latin into English. After some weeks' drill on the verb alone, regular practice in short sentences should be begun. The oral work at first should be of a very simple character, as turning ablative absolutes into clauses, cum clauses into ablative absolute. and abundant exercises on the accusative and infinitive construction, in which all the infinitives, active and passive, of a given verb should be used - verbs that occur most commonly being selected. The written work should provide as many examples as possible of a given construction. instance, in an exercise of a dozen or more sentences on the dative case two examples of the dative with compounds are not sufficient to impress this idiom. Those case constructions which occur but seldom or not at all in Caesar should be omitted from practice at this stage, likewise the more difficult features of indirect discourse, and possibly conditional sentences. These may with advantage be reserved till later.

A valuable exercise for occasional use is the assignment of a special chapter of Caesar for careful study of the Latin, to be written in class, phrase by phrase, senfence by sentence as the English is dictated. Students like this exercise and do it well. Of course, this is practically simple memorization; but, besides being a drill in vocabulary and syntax, it gives a good opportunity of studying Latin word order and the use of connectives. Chapters should be selected in which the vocabulary is of a general character. I believe this exercise is much better than the translation of the connected passages found in some text books-passages resembling the original so closely that little independent effort is called for.

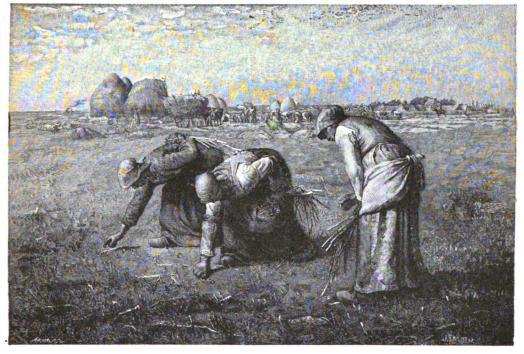
In the third year the requirements are: "The ability to write simple and connected Latin prose with a fair degree of ease and accuracy. The writing of Latin should be carried on throughout the year concurrently with the study of the text." This last remark is aimed evidently at a practice, which was too common in the schools under the former syllabus, of getting through the Cicero in the first thirty weeks of the year, without doing any composition, and of spending the remaining weeks entirely on prose writing in preparation for the Regents' June examination in that subject. Such a practice exalts composition from a means to an end, and that not a very loftv Besides, students resent this method and regard it as a bore. They enjoy a weekly exercise on prose quite as much as reading an author; they see its application to the work of translation.

During the first part of this year the work may very well consist of detached sentences, continuous passages being reserved for the latter part. These sentences, besides being more difficult than those of the second year and involving the use of a richer vocabulary, should give practice in idioms which were not treated fully enough or were omitted altogether in the previous

year. Some of these topics are: gerundive constructions, conditional clauses, quin and quominus, first and second persons of the verb, the imperative, the future tense, the hortatory, jussive, deliberative and potential subjunctive; use of licet, debeo and aportet; certain uses of the ablative, the genitive and dative with adjectives, intransitive verbs with dative, dative with compounds, demonstrative and indefinite pro-

larly appeared on the Vergil paper. If the authorities were afraid that a student might earn a 48-count certificate without getting any practice in composition, why not refuse credit in Vergil till the separate prose examination should be passed?

The work of this year might with advantage be based in part on Caesar. Many of the more difficult chapters in indirect discourse in the first book might be used



From Horne and Scobey's Stories of Great Artists

THE GLEANERS

Courtesy of the American Book Company, New York

nouns, the use of tantus quartus and talis qualis, the Roman calendar, the study of synonym.

During the last year of the course, while Vergil is being read, the syllabus requires regular exercises in prose, based still on Cicero's orations. Certainly this is more sensible than under the former syllabus when some schools actually used the Æneid as a basis for prose writing, being led to do so probably by the fact that one or two questions on translation into Latin regu-

for practice in changing from indirect to direct, as these present too many difficulties for the second year, when also the time may be more profitably employed. During this year some of the connected passages may be selected from Mommsen's Rome or such works as Parkman's histories. A certain amount of direction and help, principally by questioning, should precede the writing. There are plenty of passages that can be rendered in the vocabulary and idioms of Caesar or Cicero, without using

words outside the student's range of reading. The following is a passage, taken almost haphazard, from the Conspiracy of Pontiac, vol. II, p. 212:

"Bouquet was in the heart of the enemy's country. Their villages, except some remoter settlements of the Shawanoes, all lay within a few days' march, and no other choice was left them than to sue for peace, or risk the desperate chances of battle against a commander who, a year before, with a third of his present force, had routed them at the fight of Bushy Run The vigorous and active among them, might, it is true, escape by flight; but in doing so, they must abandon to the victors their dwellings, and their secret hordes of corn."

The following passage is from Mommsen's Rome, vol. IV, p. 216:

"On the following day (8 Nov.) Cicero convoked the senate. Even now Catiline ventured to appear and to attempt a defense against the indignant attacks of the consul, who unveiled before his face the events of the last few days, but men no longer listened to him, and in the neighborhood of the place where he sat the benches became empty. He left the sitting, and proceeded, as he doubtless would have done even apart from this incident, in accordance with the agreement, to Etruria. Here he proclaimed himself consul, and assumed a position of readiness to put his troops in motion against the capital at the first announcement of the outbreak of the insurrection."

What kind of text book shall be used? If we judge by what the publishers offer, we have gone back to the older idea of a systematic presentation of principles. A few years ago, employing the same criterion, we might suppose that the texts in which topics were presented in no particular order, but taken up as the model chapter of Caesar or Cicero might suggest. were what teachers of Latin desired. The whole matter is fully and ably discussed in Bennett and Bristol's "The Teaching of Latin and Greek." I judge that this sort of text represented only a passing phase, an experiment, and time has decided against it. The publishers of Jones' Latin Composition, arranged on the topical plan, first published in 1879, claim a wider use of their text than ever. The book has defects; it exaggerates the importance of some topics and does not treat others fully enough; yet it is on the whole a very good text.

There are three others that are well thought of and widely used in this State, each differing in detail, but all following the same general plan, a systematic presentation of the chief construction, with model sentences and exercises consisting of short sentences.

The first, published in 1896, presents the subject in forty-four chapters. It has a great many model sentences—fifteen to twenty with each exercise—excellent as a table of idioms, and has special vocabularies for memorization. It is a very useful book for third year work, being based largely on Cicero's vocabulary. If it has a defect, it is the postponement of the treatment of participles, infinitives, gerund and gerundive till the last four or five chapters. Topics so important should be presented much earlier, so that they may recur again and again through succeeding exercises.

A second text, published in 1903, consists of three parts. The first presents the whole syntax of noun, pronoun and verb in twenty-three chapters, some of which are reviews. It gives a statement of syntactical rules, so that no reference to the grammar is imperative, although references are given. The objection to this part is that too much matter is crowded into a single chapter, and the sentences for practice are too few, though of course these can easily be supplemented by the teacher. The second section gives short sentences based on each chapter of three books of Caesar, prefaced by a few model sentences, and a series of connected passages on the fourth book. The third section is based on Cicero's orations, those on the first two Catiline speeches being short sentences, on the remaining speeches continuous passages. The latter are rather close imitations of the original. The book is finding much favor.

The third text under consideration was issued in 1904-5, in two small volumes, three sections in all. In this an effort is made to combine the two methods; for while there is a systematic presentation of

topics, the exercises are based on successive chapters of Caesar and Cicero. Each exercise is preceded by syntactical notes and the most useful and carefully prepared tables of idioms we have ever seen. The book contains more material than can be used in most schools, but this is not an evil.

Any one of these three books, which you will easily identify although I have not named them, ought to be sufficient fully to satisfy our needs. Individual tastes will govern the choice.

What should be the character of the examinations in composition given by the department? It would seem that those prepared by the college entrance board in June, 1905, set a reasonable standard. The elementary paper is a short connected passage of less than six lines, for which thirty minutes are allowed. The constructions and vocabulary are every-day affairs for students reading Caesar.

This is the selection:

"Caesar would have learned nothing about the Nervii, if he had not inquired. When he was marching through their territory, he was informed by his scouts that the Nervii were waiting for him on the further side of the river, and that they were not more than ten miles away. Learning this, he sent forward centurions to pick out a place fit for a camp."

The advanced composition paper is based on the Manilian law, ten lines in length, time allowed one hour. It is as follows:

"Do you not think, fellow citizens, that Pompey ought to be choosen commander by you? Where can you find a man more experienced in military affairs? Whom have we seen at Rome in these last twenty years in whom the people had more confidence? Besides this our allies declare that there is no one who surpasses him in manliness, honor or self-restraint.

You know that this war, which the King is waging against the Roman people, is full of dangers. You know that Mithridates himself has very great resources, innumerable troops, and prompt allies."

The following are some statistics relative to these examinations, taken from the No-

vember School Review: Eight hundred and fifty-seven (857) tried the elementary paper; 5.8% reached a standing of 90 or over; 29% had over 75; 58% had over 60; nearly 25% of the candidates fell below 40. In the advanced examination, of the five hundred and seventy-six (576) who tried, 1/2% got 90 or over; 9% over 75; 36% 60 or over; while 46% fell below 40. The editorial comment is: "Latin prose composition had its usual large number of victims." Those who desire comfort may perhaps find it in the fact that in English. French, advanced German and advanced algebra the number of failures was still greater, the editorial comment on these being "slaughter," "greatest disaster," etc.

These results are not encouraging, but the cause would probably turn out to be that insufficient time was devoted to the work, for there is a feeling more or less prevalent that it is a side issue. It is *not* a side issue. The student who cannot turn simple English into Latin cannot do accurate work in translation.

In conclusion, let me quote a passage from the "Upton Letters," written by a classical teacher in one of the great English public schools; one, however, who is inclined to be cynical as to the value of classical education, at least in its extreme place. It offers a little encouragement to those who sometimes doubt the value of their handiwork. He says, in speaking of Herbert Spencer's Autobiography: "He criticizes the classics from the standpoint of a fourth form boy. He sits like a dry old spider, spinning his philosophical web, with a dozen avenues of the soul closed to him, and denying that such avenues exist." \* \* "The book is the strongest argument I have ever yet read against a rational" (as opposed to the traditional) "education. I, who despair of the public school classical system, am reluctantly forced to confess that it can sow the seeds of fairer flowers than ever blossomed in the soul of Herbert Spencer."

# Supervision from the Teacher's Standpoint

MISS MARY F. BLACK, HUDSON, N. Y.

THERE is no other device in our school system, that has done so much for the improvement of our schools, in methods of instruction and discipline as supervision. Packard tells us that as early as 1839 Providence, R. I., appointed a city supervisor with duties similar to those that are now given to a city superintendent, and 12 years later Boston established a similar officer.

A fact well established in the industrial world is that the omission of a superintendent in any industry would be regarded as sheer folly. School work furnishes no exception to this general rule. For manual labor there is a rapidly growing substitution of machinery and therefore less supervision and more invention are needed, but for the teacher's work there is no possible substitution of machinery.

A supervisor is valuable chiefly for what he accomplishes through his influence on his corps of teachers. Hence it is better that he be chosen from the ranks of professional teachers. He should be first of all a "teacher of teachers." This implies three things—scholarship, professional training and experience in teaching.

We teachers believe the professional supervisor is to gather excellent methods as he observes them and transfer them to soil in which they are quite sure to grow; that he is an adviser as well as a supervisor—he must not content himself with seeing that the work is properly done, but he must be prepared to guide the doer; that he is to be well versed in school appliances; in school architecture; with the best style of school seats and desks; with the best text-books and with the most effective methods of ventilation. All these items have a direct connection with his chief work, since

teachers are more efficient under favorable external conditions and pupils advance more rapidly when their comfort in the school-room is promotive of good health. Nevertheless, supervisors do not spend all your money on the above. Let us recall what Dr. Sheldon has written: "The key of an efficient school is not the system nor the school property nor the appropriation necessary for its maintenance, indispensable as they are. Reason, experience and the common consent of all great thinkers and authorities upon the subject agree, that the teacher is the school."

The true superintendent will care less to be seen than to be felt. It is his character and his judgment which are of importance. He will give the attention due to each of the relations he sustains—to the board, the people, the patrons, the teachers, the pupils in self-forgetfulness. I do not mention the pupils last because I think they are of the least importance—"The last shall be first." "For the child the school exists. The need of the child enforces its right to exist."

We teachers expect a supervisor to enter our rooms quietly and to be a sympathetic and interested spectator. To give teachers not only an outline of the work of the grade but also an outline of what he considers good school etiquette. We like him to remain and listen to a recitation or to inspect the work of the pupils either at their desks or upon the blackboard, correcting faults by passing them by, that he may have time to commend their good work; giving unfavorable comments to the teacher privately.

Little children are intensely partisan. They love warmly; they hate bitterly. Rarely are they indifferent to their teachers. Hearty approval of the teacher by the

superintendent, where it can be given, will quicken the child's confidence and will make the teacher's influence over them a molding power for good. On the other hand a supervisor should not betray by word or look any dissatisfaction with the teacher in the presence of the children, lest through their keen eyes and acute hearing, they come to distrust one whose life and work are so large factors in the building of their character.

against inaccuracy. We should send pupils out into the world equipped with the habit of doing things carefully and correctly. "The child who learns to do small things well when he is small will do big things well when he is big." He is not one of the multitude who has an abundance of inaccurate knowledge.

At another time I was told I exhibited too much work, and I have lived to see the day when I think the teacher should call



From Horne and Scobey's Stories of Great Artists

SAVED

Courtesy of the American Book Company, New York

I can remember several years ago of showing a set of papers to the superintendent that I thought were well written. He told me there was a misspelled word on one of the papers. To excuse my own carelessness, I quickly responded, "This is a writing lesson, not a spelling lesson." (You remember we have the departmental system here and I did not teach the spelling). But that one suggestion taught me to appreciate the worth of accuracy. How many miserable failures might be recorded

the attention of all to the special excellence of the work of a few.

Recently my attention was called to the fact that my pupils did not pronounce Arctic correctly. Just criticism is always helpful because it brings to one's attention errors and mistakes of which he was not conscious and helps him to correct them. A critic who wants to help will commend wherever possible and criticise by pointing out the mistakes and suggesting a remedy. The friendly critic should be encouraged.

No superintendent can afford to sacrifice the freedom of the individual teacher. cannot force his own opinions upon anybody. A school is the last place in the world for a "Learning is always republican. dictator. It has idols, but not masters." He may counsel but not absolutely direct; he should exercise trust in the discretion of his teachers. Hampering teachers with minute details hinders rather than helps them. Trust encourages effort and helps to establish proof of its worthy bestowal. The little that I am worth as a disciplinarian dates from a day, when the superintendent gave me to understand that he had explicit faith in my ability to cope with a certain difficulty.

Superintendents should remember that every school has its individuality, and it should be respected in making out a course of study which can be carried out intelligently. Children who come from families where books and the best influences are found should have liberty to advance as rapidly as possible. Children from families in which there is little opportunity for improvement should not be compelled to cover so much ground in the text-books that no time is allowed for work in general culture which they so much need.

The superintendent should see that children who are not ready for the next grade should not be advanced. "Children will be stimulated in a crowd if they are ready for the crowd, when not ready for the crowd they will be ground by it."

Reading, the interchange of thought, and social engagements should be encouraged by the superintendent among the teachers. To those of you who have not read "The Schoolmaster" in the October number of

AMERICAN EDUCATION, let me suggest that you do so by all means.

I read that there are supervisors who think that they earn their money by making sure that their teachers shall be thoroughly tired. Here in Hudson we hold but five examinations a year including the final, but we read of places that have from four to five of them in a single day, carried on under the name of recitations, with percentages marked and entered as a matter of record. What product can you get from the overworked teachers? Such a scheme taxes the superintendent's brain to little purpose so far as the advancement of the public is concerned and we have as its final expression, "the man with the hoe."

The superintendent owes it to a teacher that he be slow to reach conclusions adverse to her. Occasional visits are insufficient upon which to base positive opinions. "Blessed is the superintendent who knows good work when he sees it, and is willing that, the teacher should do it in her own way—even if it should not be his way."

In order to gain and to hold the active loyal support of the teachers he must be loyal to them, sparing no pains to assure the public that the teachers are faithful to duty.

The sooner teachers learn to help one another, to encourage one another, to give one another the worthy word of praise, to live in the thought that all are exalted by the deeds of the strongest, the most effective and the most successful, the sooner will the whole army of educational workers hold a proper place of importance in the public eye and heart.

## June

GEORGE C. ROWELL

Nature runs knee deep in joy To catch the winsome June, Summer's pretty errand boy, Who sets all hearts attune.



# Cooperation of Home and School

ADA M. GATES, PRINCIPAL PUBLIC SCHOOL NO. 36, BUFFALO, N. Y.

HE important trend to-day in the educational field and the only way to successfully reach desired results is to seek and get the co-operation of parents. The teachers who would much rather be left alone in their special field of activity immediately exclaim, "Do not bring more upon our shoulders." My dear overworked teachers, that is not the idea', thorough co-operation will bring relief to you in many ways. Again, the spirit of restlessness is abroad, and parents are being awakened to their responsibilities. Then let us take the initiative. We, who are in the field, can much better bring about desired results. Having stated our idea of the situation, let us work to the conclusion, and see how closely in every way the home is connected with the school.

We all know that the longer period of infancy is what raises the intelligent standard of the human race above the animal. This period of infancy is a period of adjustment, a period of plasticity as well, when all influences have their weight. This period of infancy is said to have been the foundation of home life—holding the parents together in one common interest, in the protection and care of their young. This prolonged period of adjustment forms family ties—other children are born, and we have the complete family life.

The most important and responsible feature of education, we find here at the very beginning, when the parents assist in adjusting the child to his environment, thus showing a strong necessity for the thorough training of parents as well as teachers. In the lower animals we find adjustment is fixed and uniform. It varies only with the nature of the stimulus.

Education in its broadest sense means the acquiring of experiences that will serve to modify inherited adjustments. The capacity to profit by the experiences of the past is limited to only a few forms of life. In this one point man is distinctively unique. Man has the capacity to profit by his own experiences. Man must be subjected to the educative process before he can complete his development. This is true of none of the lower orders. not so much his capacity for education, as the necessity of it. Mr. S. S. Lawrie states that: "At all stages of educational history, the family is the chief agency in the education of the young, and as such it ought never to be superseded."

From the early home training of primitive tribes, through savagery and barbarism came naturally the division of labor. Social life became fixed and permanent. Gradually, we find the branching out and training in the primitive arts. As the crafts of rudimentary civilization became specialized the masters in these crafts undertook the education of the "Apprentices." This was the first type of formal education outside of the family.

Social castes arose: priests, soldiers and producers. Priests were the early instructors. Education meant the assimilation of knowledge, more than the acquisition of experiences, and education became a fixed and permanent function of religion. The modern school gradually developed from this educational appendage of the church.

The structure of the home has changed from cave to tent from tent to hut, from hut to house, and from house to the crowded tenement in the city, poor apology indeed for home. The home should be a governing factor in the formation of character and direction of life. Here comes the responsibility of parents. Life is complicated. It does not necessarily follow that what was good for our ancestors, is the best for us to-day. The world outside is to the animal with a home, a field of excitement, exertion and danger. longed babyhood, or period of immaturity, requiring the care of the mother so closely, came to establish the woman's position in the home. In some instances making her position slavelike, in fact being bought and sold with the household belongings. The constant guarding of the mother had a tendency to narrow her position. Infancy is a period of necessary dependency and plasticity, so easily are the early habits formed. The child must come in contact with outside influences, must learn its little lessons, the mother must not shield it too much, else she has a weakling not strong enough to care for self later. The necessity for coming in contact with the outside world brought about the school as an extension of the home.

Comenius was the first to inculcate the principle that education begins at the mother's knee. The school then, traced through its various stages of the dame's school, private schools, district schools, etc., finally became established as a specialized agency of formal education, which aimed to control in a measure the experiences of the child during the plastic period of infancy. Mr. Butler has said that this period of adjustment covers 30 years of one's life. The world changes and so does the home. The homes of to-day differ from the homes of 50 years ago. So the dignified position women are taking to-day in the laboring world, has changed the general feature of education as well as of the home. For the past quarter of a century at least, the child has been placed in school as early as possible and left to work out his own salvation, with the aid sometimes of an indifferent teacher.

Elizabeth Harrison says, "The true mother is a teacher whether she is con-. scious of it or not, and the true teacher uses the innate mother element, that which broods over the child and warms it into life, as much as she does her acquired knowledge." Froebel's motto was, "Come let us live with our children," a foolish old man he was called. "His mission was to give to mothers and teachers practical guidance in ways and means of employing and directing to their proper ends the activities of children. His secret, he said. was caught from mothers, and is to be learned by the divining heart." The true mother stands before her children as the embodiment of all that is noble and good. Sad indeed is it, when the busy mother of to-day, occupied more and more with the round of social duties, neglects to keep this high standard with her children, and the father busily engaged in the active and strenuous rush of the financial race finds no time even to become acquainted with his children. This situation more than any other, seems to have led to the lack of respect among the children of to-day. Parental and home influence is so much needed at this time, when the spirit of honesty seems well-nigh obscured by the fog of "frenzied finance." The effect upon the younger generation is deplorable, and cannot be wholly counteracted in the The teacher noting the inschoolroom. difference of parents begins to criticize, the mother, pricked by a conscience which tells of neglected duty, also criticises, and an antagonistic feeling arises, which tends to widen the breach between the two influences acting upon the child. Community interest must always lead to co-operation. One understands her own child better by knowing how another has been trained. How better can the mother come in contact with other mothers than by the club or association. How better come in contact with the educational influence than by having such an association formed in the

school, widening the scope of the teacher's horizon as well as the mother's. The teacher knows much better how to deal with a child if she knows the mother. Many of the requirements made of the child at school will be better understood if the mother comes into the building, makes the acquaintance of the teacher and familiarizes herself with the school environment of her child. President Roosevelt. in a recent speech, said, "There is no force in the community to-day so vital, so strong, so influential in making the future citizen as our public schools." This, we who are in the field realize, but how much stronger and more influential, if we take into partnership the parents, for in a way, we are not only strengthening the future generation, but the present, by oiling up the machinery, and bringing, into active touch with the present educational needs, the parents, the majority of whom undoubtedly have become rusty since their school days. They live again their school life with their children; how surprised and interested they are to find the improvements which have been made in methods of instruction, and what a surplus of advantages their children have to-day, over the advantages in their day. "Elementary education is nothing else but a supreme return to the truest and simplest form of educational art, the education of the home," said Pestalozzi. There was a time when "Child Study" was followed to such an extent that there was not much left of the child; he was analyzed nearly to his intellectual death, and the term child study became a great bug-a-boo, but to-day we take the type, the individual and one must even then use discretion, and see that what applies to the type cannot be applied to all.

In the book, "Pedagogues and Parents," Mrs. Wilson, in reviewing and discussing at length the report of the Committee of Ten, expresses regret that no Committee of Parents was asked to co-operate. There

is much that might be said concerning this but the time seems hardly ripe for such a step. While we may have many parents capable as far as education is concerned. we have few however, who have given thought and study to educational results, and methods. Mrs. Wilson also asks the question, "Can the highest ideals of childculture possibly be attained without the complementary wisdom of school and home?" and answers that she does not think it can. When parents begin to ask such questions it is time to act. The success of such co-operation can best be illustrated by stating briefly our own personal experience. Our school is not one of the larger ones, 13 teachers and a registration of between five and six hundred pupils. October 28, 1904, the faculty sent invitations to all the mothers to attend a tea, from 3 to 5, music, refreshments and a social chat. One hundred and fifty responded to our invitation which we considered a remarkably good showing. During the program, it was suggested that we form an association for mutual benefit. This had been talked over with the teachers and one or two mothers previously. All who wished to join such an association were invited to leave their name and address in a book which could be found at the desk. It may surprise you to know that nearly one hundred names were left. November 11th, a meeting was called, when we organized, electing one of the mothers chairman and a teacher as secretary, a mother as treasurer and a mother as chairman of the program committee. It was decided at this meeting to take the name Parent-Teachers' Association, that we might include the fathers. Annual dues of 25 cents were decided upon, to meet expenses of entertainment only. On November 18th we held an evening meeting for the fathers, when a stereopticon lecture was given. On December 10th, we held our Xmas sale, the mothers taking an active part, the result was that we cleared

\$200. More than the money value of this sale was the fact that parents, pupils and teachers were all working for one common interest, creating a spirit of good fellowship not to be reached in any other way, at least none to my knowledge and present experience. We held afternoon meetings, January 18th and March 22d, having music and an interesting speaker each time, also refreshments. February 10th we had another evening meeting. On account of a fire in our building on April 1st, we did not meet again until Autumn. On October 25th we had an enthusiastic meeting. All were greatly interested to note the improvements made during the summer vacation. At this meeting it was decided to engage Miss Susan F. Chase of the Buffalo Normal School to give a course of six lectures on the "Study of the Child." Last year we gave our Christmas sale November 25th, making \$300. The spirit and atmosphere of the whole affair was delightful. The mothers offering to do all they could and working most enthusiastically with the teachers; we all enjoyed it. It certainly is the very best way to get acquainted and throw off all formality. From this fund we paid Miss Chase \$50 for the lectures, giving them free to all paid up members

of our association. Outsiders are invited to pay a nominal price.

It may interest you to know the topics:
The Child and the Adult,

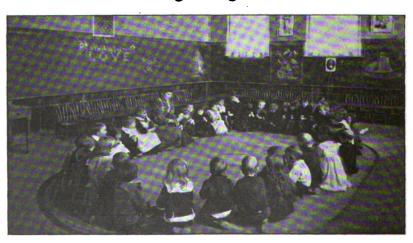
Education of the Nervous System, Habit, an Enemy or Ally,

Suggestion as a Factor in Education, Happiness as an Art,

Thinking, Feeling, Willing, the harmonious whole.

Two or three evening lectures are held during the season so that the fathers may attend. While there are always in every undertaking, opportunities for improvement, still we feel amply repaid. It has done us all good and we notice greater interest in every feature of our school. I should advise, however, that the principal keep the guiding hand, not accepting office, but tactfully managing all. It has been said that we have a good class of mothers to assist us. That may all be, but I find unless there is some incentive to induce mothers to visit the school, they seldom come. I question, however, if there is any district where at least one or two may not be found who will act under leadership. Consider the good to the mothers with few advantages far greater in proportion even than to those who have had superior advantages.





A GAME IN THE KINDERGARTEN

# A Study of the Idylls of the King

H. A. DAVIDSON

III. LANCELOT AND ELAINE

NO one of Tennyson's Idylls is richer in poetic beauty than the story of "Lancelot and Elaine," and it is little wonder that it seemed to the committee a suitable choice for students in secondary schools. The deeds and adventures of the poem are those of young persons: The lily maid is at the hour of the dawning of love; Lavaine and Sir Torre are youths thirsting for adventures and achievement; even the older knights, Lancelot, Sir Gawain, Arthur himself, are in the years of lusty manhood most admired and emulated of youth; and what is the tournament but the game of war, entered by those in whom the blood yet runs hot, and played in the presence of beauty, for love and lady fair! The season, also, is the midmost time of leafage and bloom, and the poem is full of pictures set in surroundings truly idyllic, while here and there are brief, perfect descriptive passages, each one of which might well inspire the brush of the painter.

Nor is any poem of Tennyson's richer in phrases that linger in the memory, in expressions of rare and significant beauty, or in lines pregnant with meaning,-"The myriad cricket of the mead;" . . . "rapt by all the sweet and sudden passion of youth toward greatness in its elder;"..." Obedience is the courtesy due to kings."-Nevertheless, no one of the Idylls selected for use in secondary schools presents so many difficult problems as this one. The suitability of the narrative for the young is apparent, not real. The central figure of the tale, Elaine, is but a love sick maiden, however winsome or pure. Naturally, school boys find little that attracts them in her story, and even girls, at an age when love's

young dream is scarcely more than a mirage in the distance, often fail to sympathize with a passion so hopeless, for a knight, in age, already far beyond the days of youthful sport or love. Again, if the poem be read or studied with care, the story is full of tragic import the meaning of which can be clear only in the light of experiences beyond the years of children. Nor is it easy for the teacher to read the Idvll with her class as a tale that is told, leaving the young mind to select and fashion for itself a story of beauty and innocence, while passing lightly over other parts of the narrative the meaning of which experience does not yet reveal. Black and white intermingle; it was the guilty passion of Lancelot that withheld him from loving the maid that loved him, and Guinevere's jealousy runs with sinister meaning through the tale to the end. Again, the content of the poem, in its deeper meaning, in its subtlety of thought and analysis, transcends the understanding of the child. The experiences and passions recorded, the situations described, the thought suggested, require in the student a thoughtful habit of mind, fine perception. and a nature well-seasoned.

What, then is the task of the instructor in teaching this Idyll in the secondary school? We must admit, in advance, the impossibility of giving the young reader an adequate understanding of its full meaning and must content ourselves with such results as may be gained by study of different parts, of detail, adornment, and of the continued story of the Round Table. Boys and girls, alike, may read in "Lancelot and Elaine" of the further fortunes of Arthur and his knights, Various stories

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may be assigned for presentation, either in narrative, or in outline. This will involve a rapid preliminary reading of the Idyll as suggested in the study of "Gareth and Lynette." The story of Arthur, The story of Lancelot, The story of Lavaine, should be assigned to boys; the stories of Elaine, and of the queen, (unless omitted), to girls. In the outline of the story of Arthur it should be noted in passing, that a part of the incidents narrated in this Idyll are chronologically earlier than other parts of the story given in Idylls already read. Character studies may be assigned in the same manner, for each character appearing in the Idyll.

For these, descriptions of appearance or of traits, should be quoted in Tennyson's own apt phrases, with references, by lines. Expressions of opinion and criticism, on the other hand, should be original. Afterward, "Lancelot and Elaine" may be read, or studied, in the manner suggested for "Gareth and Lynette." If the outlines of the stories of Arthur, Lancelot, etc. are allowed to remain on the board, the parts appearing in the story of Elaine,-which is the sequence followed in the Idyll,—will fall into place as the reading progresses, and the pupil will receive, without technical instruction, an important lesson in the arrangement of narrative composition.

Beside the study of the Idylls as narrative, suggestions for which have been given in a preceding number, there is another rich field of study open to the student, in the literary qualities and poetic beauty of these poems. It is true that this study would tax the best trained powers and the finest minds in schools of advanced study, but there is also an elementary study of aesthetic qualities which will quicken the understanding of young minds and cultivate in them an appreciation of beautiful forms of thought or expression. The remainder of this paper will be given to this difficult subject.

Appreciation of complex and subtle

beauty such as characterizes Tennyson's verse, depends in some degree upon perception of the elements which unite to produce the quality or effect thus named, but the untrained student is peculiarly averse to the sort of application in which it is necessary to hold the judgment in suspense while qualities, admirable or otherwise, are noted in their relation to each other, and opinion results, as it were, from many conflicting impressions; the young must therefore miss much of the rich and mingled beauty of expression and of thought in these poems. If, however, the instructor be thoroughly trained and has given special study to her subject she may be able to guide her class to better purpose than appears in immediate results. If she selects such topics, passages, or threads running through the Idylls, as are, in reality, elements of the larger theme and structure of the series, her work will set young minds in the right direction and, later, the understanding of the more mature student will catch from the remembered teaching of the preparatory school a wider significance than was revealed to the intelligence of the child. Happy is the fortune of the young when the mind passes from one period of instruction to the next, easily and naturally, finding little to revise, or to cast aside.

"Lancelot and Elaine" especially invites this kind of study and the topics that come to mind are numerous, but it is impossible here, to do more than select one as an illustration which may suggest others. It is sometimes said that "Lancelot and Elaine" is the most idyllic of the Idylls. If this be not true, the poem is still full of pictures in words, and of bits of description which in a few phrases carry the imagination far afield,—the wild wave, "green glimmering toward the summit;" the "poplars with their noise of falling showers," the vine clad oriel; "the pictured wall."—There is here an opportunity to fix in the mind of the pupil the difference

between the idyllic picture which is essential to the progress of the narrative and those bits of description that serve merely as setting, background, or accompaniment, of the tale. The words idyll, or idyllic, as signifying a type of poem, or a poetic quality, should be avoided in the secondary school. The meaning connoted by these terms is most composite and difficult of definition. The teacher herself, if without special advanced training, may be pardoned for hesitation or uncertainty in these distinctions. Everyone who reads, however, may select from the narrative those exquisite descriptions which, like the picture of the artist, have an organization and arrangement of detail significant in meaning. The material is that of the artist; the meaning is an essential element in the narrative. Such a picture is the one in which the maid of Astolat stands by the gate, her bright hair blown about her face, such another is the description of Elaine appearing before Lancelot in the early morning while he thought, "he had not dreamed she was so beautiful." This passage might reckoned a bit of pure description,-the morning light, the face of the maid, innocent and fair as an opening blossom, rapt with the love that was her doom,were it not that the moment is of significance in three lives. Elaine gazes on the face of her knight as if it were a god's and thereafter would choose death rather than let her love decline on any other than God's best and greatest. Lancelot, seeing her so sweet and true, realizes for a moment that such a love as hers might have brought him happiness and "noble issue, sons born to the glory of his name and fame." Here, also, the rumor that stirred such bitter pain in the heart of the queen took its rise, in the acceptance by Lancelot of the sleeve embroidered with pearls.

The order of selection for this study should be, first, pictures which form

a part of the narrative; secondly, pictures which, if painted, would involve some composition or arrangement of parts,—namely, of King Arthur at the tournament, or of Lancelot in the cave; and thirdly, descriptions which may be called studies, for instance, of the faintly shadowed track winding up to where the towers of Astolat showed against the western sky.

Written descriptions of scenes or studies will aid greatly in defining the quality and use of the word-pictures; these descriptions should take the form of imaginative memoranda for an artist who is to illustrate the text, and details merely suggested or implied in the poem, should be fully specified in the directions. Incidentally, this sort of composition will define an essential difference between description in words and description with pencil or brush. When the significance of the picture is an important element in the story this should be suggested and all directions should aim at an arrangement of detail in the portrayal that will emphasize the meaning. other pictures, the writer of directions should simply define the dominant note or purpose in the description; in descriptions which are little pictures by the way, the inquiry must be for the impression the poet wished to convey; for in Tennyson's verse each bit holds some intimate relation to the whole poem.

The only study of these beautiful poems which it is posible to carry out in the time at command may seem defective and limited in scope; but, even so, rich treasures await reader or student, and the task of the hour should yield such profit and pleasure that memory of it, lingering on until mature years, will, in the end, lead the student to read anew, with ripened understanding and deeper insight, the poems which in childhood were no more than beautiful tales of far away and unreal adventures.

# Outlines of English Masterpieces

ELMER JAMES BAILEY, ITHACA, N. Y.

IRVING'S LIFE OF GOLDSMITH

- I. Introduction. (Preface and Chapter r.)
  - 1. The growth of the biography.
  - 2. Irving's indebtedness to Goldsmith.
  - 3. The intimate connection between Goldsmith's life and writings.
- II. Early life, education and struggles.
  - 1. At Pallas and Lissoy. (Chap. 1.)
    - (1) Birth and inherited traits.
    - (2) Goldsmith's father.
      - a. Incidents in his career.
      - b. His homes.
      - c. His character.
      - d. His children.
    - (3) Goldsmith's earliest teachers.
      - a. Elizabeth Delap.
      - b. Thomas Byrne.
        - (a) His character.
        - (b) His influence on Gold-smith.
  - At Roscommon, Athlone, and Edgeworthstown. (I.)
    - (1) Goldsmith's repartee and its results.
    - (2) Goldsmith as student and as companion.
    - (3) The origin of "She Stoops to Conquer."
  - 3. At Dublin University. (II.)
    - (1) Sources of unhappiness.
    - (2) Friends and companions.
    - (3) College escapades.
    - (4) An incident of benevolence.
    - (5) Graduation and return to friends.
  - 4. The period of apprenticeship.
    - (1) The preparations for holy orders. (III.)
    - (2) Goldsmith's experience as tutor and traveler. (III.)
    - (3) Life at Uncle Contarine's. (IV.)

- (4) Study of medicine in Edinburgh. (IV.)
  - a. Experiences.
  - b. Observations.
  - c. Leave-takings.
- (5) Study and travels on the continent. (V and VI.)
  - a. Experiences at Leyden.
  - b. At Paris.
  - c. In Germany and Switzer-land.
  - d. In Italy.
  - e. The return home.
- III. Early struggles in London.
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    - (2) As chemist's assistant.
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    - (1) Richardson and Young. (VI.)
    - (2) Dr. Farr's account. (VI.)
      - a. A tragedy in manuscript.
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    - (3) Dr. Milner's assistance. (VII.)
    - (4) Goldsmith's first connection with Griffiths. (VII.)
  - 4. Ways and means. (VII-IX.)
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    - (2) A visit from home.
    - (3) Letters to Ireland.
    - (4) Hack work.
  - 5. The East India project. (IX-X.)
    - (1) Dr. Milner's interest.
    - (2) Plans to meet expenses.
    - (3) Disappointment.
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  - 6. Life at Green Arbor Court. (X.)
  - 7. Literary projects. (X-XII.)
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- (2) The "Present State of Polite Learning."
  - a. Its value.
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    - (3) The effect.
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        - (a) The Earl of Northumberland.
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      - c The call for reprinted pieces.
      - d The end of Goldsmith's medical career.

- 2. The Vicar of Wakefield.
  - (1) Circumstances of its purchase and publication.
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  - (3) Attacks and reply.
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- VI. Goldsmith in society.
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  - 5. The production.
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- VIII. Debts and honors.
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    - (2) Comments on Goldsmith's dress.
    - (3) In the family of the Jessamy Bride.
  - 3. Two popular works. (XXVI-XXVII.)
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    - (2) Work on the "History of Animated Nature."
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- b. Observations of Nature.
  - (a) The Rooks.
  - (b) The Spider.
- 4. Honorable recognition.
  - (1) The professor of Ancient History.
  - (2) The mezzotint of famous men.
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  - 2. Its intimate connection with the author's life.
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- X. Society and Literature.
  - 1. Goldsmith at forty. (XXIX.)
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  - (XXX.) 4. Various entertainments. (XXX-
  - XXXI.) (1) At Lord Camden's and Lord
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  - 2. The efforts of the playwright's friends.
  - 3. A successful production.
  - 4. An envious attack and its outcome.
- XII. The last year. (XXXIX-XLV.)
  - - 1. Johnson and Goldsmith. (1) Anecdotes of the two.

      - (2) Martinelli's history.
      - (3) Comments on "She Stoops to Conquer."
      - (4) A conversation on suicide.
    - · 2. Boswell's toadvism.
      - 3. The Literary Club.
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        - (2) The election of Boswell.
      - 4. Conversations.
        - (1) On birds.
        - (2) On religious toleration.
      - 5. Further anecdotes.
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      - 7. Ambitions, jealousy, hopeless pleasures.
      - 8. Last days with his friends.
        - (1) With the Cradocks.
        - (2) At Barton.
        - (3) With members of the club.
      - Retaliation.
    - 10. His death and its effect upon his friends.
    - 11. Funeral and memorial.
- XIII. Irving's appreciative review of Goldsmith's character.
  - 1. His waywardness.
  - 2. His heedlessness.
  - His innate purity and goodness.

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# Reading in the Primary Grades

GAIL CALMERTON, FORT WAYNE, IND.

MY subject is not the broad subject of Literature, but Literature through reading—the reading which children do for themselves in regular class work.

There are common elements to be considered by the teacher in her preparation, whether she is to tell the story, or whether the children are to read for themselves.

The old definition of oral reading holds good now, as it ever has. "Reading is the getting and giving of thought from the printed page." Then no mere repetition of words can be construed as reading—not only must the pupils pronounce the words, but they must know the meaning of them.

I can think of no better illustration to serve my purpose than to call to mind the picture of a sail boat on a clear running river. If there is clear sailing, we have a quick forward movement, not a monotonous motion. But in order to have clear sailing, what must we do? Not only remove all the obstacles—rocks, floating logs, underbrush, etc.; but we must head our boat in the right direction.

What are the rocks and underbrush to be removed before we can have clear sailing in our reading? They are the hard words which the children can not pronounce, or possibly can pronounce but of which they do not know the meaning; also words in connection, phrases—unfamiliar because of position or grouping. To make this concrete, let me tell you of a lesson I heard: The following hard words in the lesson had been placed upon the board, and their meaning developed by the teacher:

mountain valley securely giant helpless hut faithful dwarf

In watching the children's faces I mistrusted that one little fellow had not quite the right understanding, so I said, "Tell me about the picture you see." The little boy had recently moved from the country, and he explained how the corn was planted in hills. We had said a mountain was a high hill. The out-house which was designated as "the hut" on the farm was a smoke house in which meat was cured. Therefore he pictured a smoke house in a corn field as a setting for this story.

The phrases for this story were:

the leaves whispered, the tree stood proudly, the lonely woods, twinkling of an eye,

These phrases consist of common words in 'unfamiliar grouping, and the teacher developed how trees can whisper, and how a tree can stand proudly, etc.

This preparation having been done by the children with the teacher, are we ready to read? No, for we have not yet headed our boat in the right direction. Now we must have an adjustment. would be ideal if we could look into the mind of every child, and make an adjustment for every one; we cannot do that but we can—to carry on our illustration put them all into one boat and then make an adjustment. To illustrate: I have chosen an average story, such as we find in an average reader, not often selected by the teacher, yet perhaps the only reader she has to use. Excuse my digression for a moment, perhaps someone is thinking, "But we are advised to use only stories 'worth while'." Yes, but this is a practical old world, and what is the teacher to do in a school in which the reading material is not of the best? Lower her ideals? No, responsibility is somewhat removed from her shoulders and she will graciously take such matter as she has, and use it pedagogically—understandingly.

The title of the story I use today is "Willie's sled." The story has an ethical value; we are glad of that. Willie wishes a new sled, but his mother is too poor to buy one for him. His friend Carl offers to loan Willie his sled, but Willie's mother doesn't like her little boy to borrow, and so Mother and Willie arrange to save pennies to buy the coveted sled.

Supposing the hard words and phrases have been mastered; now we are ready for the adjustment. In this adjustment we must take especial pains to see that the duller intellects are so interested that when the time comes to read they will listen to the page.

We must not have too long an adjustment, for the reading is the purpose, and the adjustment is incidental.

The children come in from play—poor John and rich Carl, and we see an adjustment that will answer for all.

Teacher: "Children, I saw you playing with a sled this recess," and John immediately interrupts with, "I aint got no sled." The teacher takes her cue from this ungrammatical sentence with the strong thought back of the words, and says, "Why this little Willie had no sled, either." Then Carl chimes in with satisfied complacency, "I had my sled last winter." And the ever alert teacher says, "Yes, can you remember when your sled was new, and how much you wanted a sled before it came? I wonder how Willie felt?"

Now when we have had the adjustment shall we just let the children read blindly? No, we will give them something definite to find out, and a definite unit to read.

Teacher: "Willie had no sled. I wonder if he wished one?"

She then designates the paragraph or portion that the class is to read silently and says, "Read and find out."

The children read for thought, then give the thought in their own words, and think for themselves of a good name, or subject, for this unit of thought. In the unit just read a subject might be, "How Willie felt." We are then ready to read for a new idea.

Teacher: "Willie did want a sled, didn't he? I wonder if anything happened to cheer him? Read (designating how far) and find out." Children do so; they then give the thought and select a short way of telling it, or the subject of what was read; as, "What Charles said."

Teacher: "I wonder what Willie's mother said when Charles promised to loan his sled? Read and find out." Result—Subject of unit is given. "What Willie's mother promised."

Teacher: "I wonder if Willie did save his pennies? Read and find out." Subject of unit: "How Willie earned his share." Then from these subject sentences a title may be evolved, as in this case— "How Willie got a new sled."

What has this recitation accomplished?

- r. The pupil has been put in a right attitude toward his work. He has been reading to find out something that he wished to find out.
- 2. He has given oral expression to his thought.
- 3. He has selected from several connected thoughts one principal idea—he has been thinking, which will be of service to him in his higher grade work in English.
- 4. He has—we hope—unconsciously assimilated the suggestion of the story.
- 5. He has given concentrated attention, a force which must win. We have placed him in a condition in which he can think, and he will develop the power and habit of thinking.

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GEORGE C. ROWELL, Editor
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#### **Editorials**

THE standards of school architecture should be as definite as the standards of teaching.

THERE is an imperative need of definite and systematic ethical instruction in the public schools.

MANY children appear stupid merely because they cannot see things distinctly. Watch your pupils closely for any such and advise them to go to a physician.

EVERY school building should have a name, the name of either some well known and respected citizen or that of some famous character in history or literature.

According to Superintendent Cooley's new plan teachers in the Chicago schools must study if they desire promotion. That should be the basis of promotion in every city. A teacher who is not willing to study to secure an advance in salary should be requested to retire. It is the teacher's business to study anyhow that she may make herself more useful to the community.

The spoiled child is the victim of his parents' negligence or ignorance. What can the teacher do for him? Does she have the time to instill into his heart the sense of respect due to his superiors, and a sense of reverence to God? These are the functions of the home. Disrespect and irreverence have become so pronounced among children in recent years, that we seem to have wandered from the practices of our fathers where the influences of home were most highly prized.

Dip you ever hear of McCaskey of Lancaster, Pa.? Well, he has taught in the Boys' High School of that city for fifty years, and for forty years has been its principal. He is now mayor of Lancaster, recently elected. An exceptional man you say. Yes, rather. How many teachers remain in the same school for fifty years and retain the love and respect of every boy who occupied a seat there. Not very many. He didn't go around hunting for the mayor's job. He was true to his profession and did that work with all his heart and soul. When his boys grew up they recognized his rare ability. In accepting what he believed to be a call of duty, he says that he cared as much to oblige the boys as he did to be elected to the office. McCaskey has been a teacher but he has not kept his nose so close to the grindstone that he has lost interest in all else except his profession. That is why he is loved by the boys. He looked out upon the world and got all the

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good out of it he could and gave of that store to others. He made himself a useful man in the community. We can all be McCaskeys if we will. Let us try it.

\* \* \*

THE Southern Educational Association has been holding its annual convention. this time at Lexington, Kentucky. Association could not have selected a better place for its operations, for Kentucky is the most illiterate of the Southern states. Natural barriers, however, are somewhat to blame for this undesirable reputation as the facilities of transportation have not yet made it possible to bring many of the inhabitants of the mountain districts in touch with civilizing influences. But Mr. Robert C. Ogden, the head and front of this organization is bound that the illiterate whites shall have whiter souls, and with his northern army of educational enthusiasts, will undoubtedly find a way out of such obstacles as Mother Earth may put across his pathway. His association has determined that the Southland shall be awakened to its great opportunities, and certainly the day will come when whites and blacks will rise together and thank this energetic foster father.

\* \* \*

MR. HARLAN P. FRENCH has withdrawn from New York Education Co., and hereafter will devote his entire time to the Albany Teachers' Agency, a business in which he has gained an enviable reputation among teachers and school officials in all parts of the country. Under the control of Mr. Franklin and Mr. French AMERICAN EDUCATION became widely known as a magazine of high purpose in its special field and it will be the aim of the new management to maintain the standard set by the founders. The editors who have determined the editorial policy for the last two years hope to extend the magazine's sphere of influence so that

AMERICAN EDUCATION may become a more widely recognized authority on all that is good and wholesome in educational theory and practice. Some new features are now being planned an announcement of which is printed elsewhere in this number. In carrying out these plans the editors invite the hearty cooperation of all progressive teachers and school officials, in whose interest the magazine will be published, for any suggestions or criticisms that may help to make AMERICAN EDUCAtion a magazine of the greatest usefulness to the greatest number.

### A UNIQUE SUMMER SCHOOL

ELMIRA COLLEGE is inaugurating a unique Summer School for teachers.

The teacher, ambitious to advance in his profession, wishes to gain a new grasp of his subject as a whole for one thing, and for another he wants to know the newest and most approved methods of teaching that subject. For instance, to teach biology is an art, not to be gained by getting together fragments of information about Protozoa, but by studying How to Teach Biology. To teach English is an art not to be learned by discussing the Elizabethan lyrists, or the psychology of a metaphor, but by studying How to Teach English.

The adjustment of a Summer School program to the special need of teachers of English, and to the needs of teachers of Biology, is being undertaken at Elmira College, N. Y. this year.

This is a practical and sensible facing of a real problem. Our schools are in need of an inoculation of the business sense that brings our mercantile enterprises to a successful issue, through a strict adaptation of the means used to the end desired.

Old Elmira is taking the initative in a movement that will undoubtedly have a future and that will find a following among the most intelligent and progressive teachers

of New York state. That the Regents are endorsing it, is only significant as a promise of further improvement in our public instruction, along the line of the advanced requirements now demanded by the people.

# THE NEW YORK STATE EDUCATION BUILDING

GOVERNOR HIGGINS has signed the bill providing for a new state building in Albany to be used by the Education Department including the state library and state museum, Such a building is badly needed at present. The state library has outgrown its present quarters, the state museum has been obliged to pack away in boxes many of its valuable specimens and the Education Department proper is scattered about in different parts of the Capitol with many of its employes in crowded quarters.

If present plans are carried out the new building will cost about \$4,000,000 and will be large enough to meet the needs of the library and museum for the next fifty years.

We are glad to note that the mistakes made in the building of the Capitol are not to be repeated in the construction of this building. Complete plans are to be finally adopted and a contract let for the whole work within the amount appropriated. In this way the state will avoid the expense of changing plans and the exact cost will be known before the work is undertaken.

We congratulate the Education Department on its prospects for a new home and applaud the Governor and the Legislature for thus promoting the cause of education.

#### IN DEFENSE OF THE REGENTS

At the April meeting of the Regents of the University of the State of New York the rules governing the apportionment of school moneys for academic quota and attendance, for tuition of nonresident students and for library books and apparatus were amended so that no city, union free school district or academy shall share hereafter in these apportionments unless it takes the academic examinations prescribed by the Regents, and meets all other requirements.

It is unfortunate that the Board of Regents found it necessary to use coercive measures in order to preserve its system of academic examinations intact, yet the Board is to be commended for the action that it has taken. No matter how unsatisfactory that system has been considered in some localities, it is far better than any system of local examinations that might be devised. and better than a system of promotion without examination.

Teachers and school officials have been too prone to criticise the state examinations and other features connected with the administration of the State Department of Education when they might have been using their talents to better advantage in planning how to bring their schools up to the standard required by the University. Local school boards are inclined to be too independent and balk at the methods of the State Department of Education although they are adopted for the best interest of the schools. In fact the Regents are no more autocratic than the local boards of education nor is the Department of Education any more dictatorial than it is compelled to be in its dealings with local authorities.

The Regents' system is not without its faults yet the educational interests of the Empire State have been advanced so successfully under that system that few other states have reached a higher plane than our own. When the people once begin to realize that fact there will be more desire for cooperation and less antagonism at all efforts made by the State to perfect our standards of education.

#### INDUSTRIAL EDUCATION

THE insufficiency of the ordinary common and high school courses to meet present day demands is every day becoming more evident. Most schools are not closely related to the home life of the pupils and are not training them for their life work. In the rural districts where the greater number of pupils will naturally follow agricultural pursuits, practically the same instruction is given as in the large cities, where the greater number of pupils are destined for professional or commercial pursuits. In neither case is there any consistent effort made by the school to make the pupil fit for any occupation when he leaves school. The total ignorance of the average high school graduate of all kinds of work and business is a continual subject for remark by every employer to whom the graduate applies for a position.

That such a state of affairs is neither wise nor necessary needs no demonstration. If a boy is to be a farmer, why not teach him those things that will make him efficient and happy in his calling? Why not teach him the care of domestic animals, the best methods of managing a dairy, the proper management of orchards, the most productive methods of raising the various crops, etc.? These things are more interesting and have a greater cultural and educational value than the minute geography of Africa or the conquests of Caesar. If a girl is to become a homemaker, as she naturally expects, why not teach her something about homemaking? not teach her to cook, to sew, to

wash and iron and to manage and care for children? If people only thought so, this sort of education would be perfectly proper and practical and could be made just as intellectual as that given in the ordinary schools. Every bov and every girl should specific training for some occupation and such training should be given in the public school course. The many thousand students enrolled in industrial courses in the correspondence schools and in evening mechanic, manual training and trade schools show the desire as well as the need of industrial education.

The old idea that only certain subjects possess disciplinary value is giving way to the newer thought that the discipline of a subject consists not so much in the subject itself as in the systematic and intensive study given to its mastery. Properly taught, agriculture becomes as disciplinary as Latin, and cooking as disciplinary as mathematics. The time has come when we can safely drop out of the curriculum all those subjects that afford discipline only. We can put in their place many vital subjects for which we seem to have no room at the present time.

New manual training and trade schools are springing up in different parts of the country and are everywhere in great favor. They would be much more numerous if they were not expensive and if people were aware of their value. The time is bound to come when an industrial school of some kind is open to every boy and every girl who wishes to enjoy its advantages.

#### REST AND PLAY

Rest a little, play a little,
Rest a little, play a little,
Every passing day;
Don't be fool enough to think!
Of working life away!
Rest will fit for better work,
And play will bring good cheer;
These things count for much, I tell you,
In the sojourn here.

Rest a little, play a little,
Man was made to toil,
But not to crush his spirit out
Amid the world's turmoil.
Life is giv'n for something more
Than just to dig and plow,
Get that something out of life,
And brother, get it now!

—Leigh Mitchel Hedges.

### The Educational Field

A committee of five members of the Williams faculty has been appointed by the president and trustees to make a searching investigation of the amount of work spent by Williams students on their college courses and on their outside work. The committee has prepared a set of printed blanks, which have been sent to every student in college asking him how much time each week he spends on certain of his courses; how much time on preparation for examinations, and on the various outside college interests in which he takes part. This is for the purpose of showing to the faculty and trustees the relative amount of time spent by students on athletics and son their studies; and also to find out the relative amount of work required by the various college courses.

Dr. Esther Van Deman, who has been instructor in Latin at the Woman's College Baltimore, has just been appointed holder of the Carnegie fellowship for classical research in the American School for Classical Studies in Rome. Although her application for a fellowship was very late, she received the appointment above many others, a large majority of whom were men. The scholarship is one of great honor, as it is not awarded by examination, but two scholars are appointed every year by the board of the central committee for the appointment of the Carnegie fellows, and the appointments are made wholly upon their reputation in research work. There are no duties or conditions entailed upon those who receive the fellowships, but they are given to them because they desire to study, and, of course, will do so, and to aid in scientific research. The value of the scholarship amounts to about \$1,000 yearly as long as it is held.

In Harrisburg, Pa., the teachers in the first grade get as much salary as the eighth grade teachers, \$75 'per month. This is an advance over the other grades, the teachers of which get \$70 per month. Supt. F. E. Downes deserves much credit for setting the pace in magnifying the first grade work. The children of that grade should have the best possible instruction.

The manual and industrial education movement is making rapid progress throughout the state of Texas. A little more than two years ago Austin and Devine were the only cities in Texas that had introduced formal manual training work. Great impetus was given to the movement by the passage of a bill by the twenty-eighth legislature, March, 1903, appropriating \$10,000 to be used by the state board of education in assisting school districts desiring to introduce manual traing work. Since the passage of this bill many schools have availed themselves of state aid in purchasing manual training equipment.

The Conference for education in the South has unanimously elected all its former officers for the ensuing term of one year. These were:

Robert C. Ogden, of New York, president; Charles B. Aycock, of North Carolina, vice president; B. J. Baldwin, of Alabama, secretary; William A, Blair, of North Carolina, treasurer. Ogden's cohorts are doing much for education progress in the southern states.

The board of education of Binghamton, N. Y., has voted to drop the vertical system of penmanship and go back to the slant system. A committee of investigation who went into the subject thoroughly recommended by a vote of eleven to seven the adoption of the modified Spencerian system, published by the American Book Company.

Miss Ruby T. Weyburn, a public school teacher of Geneva, N. Y., was the successful composer of the centennial ode in commemoration of Geneva's rooth birthday.

Of 226,135 pupils of high school age in Virginia only five per cent are studying high school subjects. There are only 305,000 people living in incorporated cities of the state, while 1,500,000 live in rural communities. At least half of the counties have no high schools, public or private, which meet the requirements of the State Board of Education.

The Carnegie pension fund for college professors is soon to declare its first dividend. The trustees of the fund include 22 college presidents. Only professors in higher institutions are entitled to the benefits. The rule is: "An institution to be ranked as a college must have at least six professors giving their entire time to college and university work, a course of four full years in the liberal arts and sciences, and should require for admission not less than the usual four years of academic or high school preparation or its equivalent in addition to the preacademic or grammar school studies." All state institutions are barred and those that receive a part of their support from a state or a city. To be eligible a professor must have reached the age of sixty-five, and must have been for fifteen years engaged in a higher institution of learning.

The very latest move in agricultural education is a traveling summer school lately organized by Cornell University. The students are to make an extended tour of the country, visiting the chief agricultural centers, and study extensive farming operations right on the spot. It is thought that this plan may be of special value to those who expect to become owners or managers of large farm enterprises.

In "Two School Teachers Abroad," in The Four-Track News for June, Grace Scott tells how it is possible to travel by saving the pennies that otherwise would be foolishly spent.

### Some Summer Schools

The seventh annual session of the Cortland Summer School will be held in Cortland, July 16 to August 10. The courses of instruction cover the work required for entrance to teachers' training classes for uniform, elementary academic and state certificates; for regents preliminary certificates and academic diplomas; and also for teachers who wish to review subject matter and methods to prepare for more efficient teaching. For particulars concerning the school write to Luke J. McEvov, Cortland, N. Y.

The appearance of the Summer Schools Catalogue of Chautauqua Institution, Chautauqua, New York, brings to light many important announcements. The general nature of courses and classes will not be greatly altered from last year but strong attractions are offered in many departments. Notably significant will be the presence of Mr. Leon H. Vincent of Boston, Dr. W. J. Dawson of London, and Mr. Edward Howard Griggs, all in the Department of English. The policy of 1905 of presenting courses in English on Latin and French literature will also be continued. Work in French and German will be presented by M. Benedict Papot of Chicago and Dr. Otto Manthey-Zorn of Amherst with their assistants. Professor George D. Kellogg of Princeton will, as in previous years, conduct the main courses in Classical Languages and Literatures. Mathematics and science will be presented by Dr. L. C. Karpinski of the University of Michigan, Professor I. P. Bishop of Buffalo Normal School and Mr. J. F. Taylor of Olean.

Three Summer Institutes will be held under the direction of the New York State Department of Education at Chautauqua, Thousand Island Park and Cliff Haven, from July of to August 3 inclusive. Tuition at these institutes will be free to all residents of New York State, including those from other states who intend to teach in New York State during the school year of 1906-1907. The following conductors will have charge: Chautauqua, Philip M. Hull, A. M.; Thousand Island Park, Charles A. Shaver, A. M.; Cliff Haven, Sherman Williams, Pd. D. Each of these institutes will have two departments of instruction, viz, professional training, and drill and review. The department of professional training will include courses in psychology and principles of education, child study, music, nature study, kindergarten methods, laboratory methods, grammar school methods, laboratory methods, physical training, history of education, school organization and management. The department of drill and review will afford opportunity for a review in all subjects except the languages, for those who are preparing to take either the state or the uniform examinations, as well as for such as are seeking better preparation for teaching certain subjects. The time being too limited for exhaustive review, careful attention will be given to the salient points in each subject and the instruction will

be such as best to illustrate methods of presenting it in school work.

We have just received from Rev. Thomas Mc-Millan, C. S. P., a detailed announcement of the Champlain Summer School which we have read carefully and assure our readers that those who attend the Cliff Haven institute will spend a profitable and enjoyable summer. Lack of space prevents further comment but we are sure that Father McMillan will answer any inquiries that may be mailed to him at 39 East 42nd street, New York City, in care of Mosher's Magazine.

Adirondack Camp is a summer recreation school for boys, on mountain shored Lake George, and is under the personal supervision of Elias G. Brown, M. D., medical inspector of the New York City public schools, assisted by a group of college men and an Adirondack guide as counsellors, men who understand boys and sympathize with them. The camp is thoroughly equipped with boats, library, base-ball field, tennis court, work shop, dark room, rifle range, cabins, tents and everything that goes to make up a complete outfit for summer camping. Short tramps, mountain climbs and canoe trips are taken to places of historic interest in the vicinity, and there is also one "long trip" into the heart of the Adirondacks, on which the boys cook their own "grub" under the direction of the guide. The camp opens July 3 and closes September 7. This is an ideal way of spending the long vacation and teachers will do well to bring this camp to the attention of boys and their parents. Dr. Brown will be pleased to send his illustrated booklet of information on request. Address Elias G. Brown, M. D., 481 West 145th street, New York City.

Those who desire special instruction and personal guidance in the study of English should become members of the Summer Classes for the study of English, under the direction of Mrs. H. A. Davidson, M. A., which will be held at Cambridge, Mass., from July 5 to August 10. Mrs. Davidson is well qualified by experience as teacher, author and critic for this work and she will be ably assisted by Dr. Charles Davidson who was for eight years English inspector for the University of the State of New York. An extensive and intensive course of study is proposed and is directed to particular and practical needs. All instruction will be by library and laboratory methods. It is unnecessary to call attention to the many privileges in Cambridge and Boston open to students of the Summer Classes. Every effort will be made to render available the means of culture to be found in the Boston Public Library, the Museum of Fine Arts, the museums and libraries in Cambridge. Students will find recreation in an endless variety of walks, trolley trips, visits to places of special interest, etc., and in occasional excursions. Full particulars may be had by addressing Mrs. H. A. Davidson, 16 Linnaean street, Cambridge, Mass.

### Proceedings Hudson River Schoolmasters' Club

Twentieth Meeting, April 27 and 28

The twentieth meeting of the Hudson River Schoolmasters' Club was held at Albany, N. Y., April 27 and 28, 1906. At the evening session at the Hotel Ten Eyck seventy members and guests were present at the semi-annual dinner. The singing of college songs between the courses continued to be one of the satisfactory features. President Smith, superintendent of the Poughkeepsie schools, officiated as toastmaster and introduced Superintendent Maxwell, the guest of the evening, who gave an interesting account of the work being done in the New York City schools for the children of foreigners. Dr. Maxwell was followed by Commissioner Draper in a few well chosen and appreciative remarks. President Smith then introduced Dr. Butler, a retired clergyman of Poughkeepsie, who proved himself a most interesting speaker.

The morning session was held at the Albany Academy Chapel, President Smith presiding and about sixty members and guests present.

The first formal paper was presented by Super-intendent S. R. Shear of Kingston, N. Y., who presented his views on the Supervision of a City School System in a most effective manner. It was a paper well worth the careful attention of school officials in administrative positions and is reprinted in this number of AMERICAN EDUCA-TION as the first leading article.

#### Supt. Freeman of Schenectady

The discussion of Superintendent Shear's paper was opened by Superintendent Freeman of Schenectady, who spoke as follows:

Mr. President, Ladies and Gentlemen: I am glad I can say ladies as well as gentlemen for there are some here. That was a delightful paper of Superintendent Shear and the easiest thing for me to do would be simply to repeat what the old darkey said on very cold nights. He had the prayer tacked up on the headboard of his bed, and he would point at that and say "Lord, them's my sentiments" and hop under the covers.

I thank you for the limitation of ten minutes also, but there are two or three things in the paper to which I wish to refer; we might call it perhaps Superintendent Shear's creed, from the 'I believe" so often repeated. However, it is right to say that we believe, though sometimes words conceal our meaning, but I think there is no question about what Superintendent Shear

When this question came to me I had the same conception that he has of it evidently, and yet in analyzing it I readily separate the work of the superintendent into two parts—the administrative and the supervisory. Now think he has made the mistake of combining the two in this paper. As I understand the topic, it is supervision of the city school system.

Those excellent talks of our eminent leaders last night were almost entirely administrative and Superintendent Shear has made a large part of his paper administrative, to all of which unreservedly I agree. However, I want to say just a few words on the supervisory part of the work. As has been said, the preparation of the super-intendent consists of the broad education of school and college and then the technical education, a course of courses of special technical study

plus experience in the work of teaching.

Now one more thing should be added to that experience by steps in supervising, one position above another till the aspirant grows to the superintendency of a city school system. Now that technical preparation and the technical experience, that which differentiates the administrator of any other business from the supervisor of a school system, as I understand it, is the supervising of the school superintendent. That work I would separate into three parts. But first let me say, that it may be necessary for a city, the greatest need of a city in making a change in a superintendent or the greatest need in its own old superintendent, may be an administrator, but really the administrative work which should entirely eliminate perhaps for a time all the supervisory work, will not last long at longest; a little straightening up, a little organization and then there must come the more important work that is to be done. First make your friends, and unless the superintendent has his in those next under him, and I say that, next under him, not because there is any differentiation in integrity or ability, application or power, it is largely an accident, it is partly earned, his distinction, but these working with him, the subordinates, if you will pardon the word, may eclipse the master, the head, later on, and there will be the true differentiation as to who is the superior. It is simply a temporary arrangement, this superintendent and principal and teacher and special teacher. In character some of the subordinates are superior to the head, often so.

But now, the whole must work together and we cannot become active unless there is a thorough understanding, hearty appreciation, hearty co-operation. It is simply the principle of the parts of the body over again. We must have the head and the hands and the feet, and all the organs but they must all work together. It has been suggested that the mind is located in the caput, the head, but the head is not superior to any of the parts; the organization would be incomplete

without any of them.

But now where should the expert supervision be applied? First, with the board of education, and understand me as applying the term supervision to that which we call the technical. The greatest opposition along this line comes from all quarters, even from the teaching force, the technical working force, along technical lines. It should be our first purpose to educate our boards of education along technical lines, furnish them with all information, printed and otherwise, but especially printed, that is in harmony with our views. Should they not have access to these papers, get them to them. If newspaper articles come to hand, get enough of them to send to all members of the board of education that they may read and may follow along your lines

Second, the public, and be not in a hurry. The world was not built in a day and it is absolutely foolish to try to run ahead of those who must support us, whether it is the board of education or the public from whom the board are drawn and who are represented by the board, or the whole teaching force. We cannot keep very far ahead of any of them. We must take them along with us. Here comes the trouble largely, though what Superintendent Shear said about fads is true because we overdo the matter, but it is largely because of a lack of appreciation on all sides of the value of these things. In the little red school house these things that are called fads were capable of being more than fads: they were so interwoven with the three R's that you did not know where the fad came in and so I believe the course of study ought to be built up in exactly the same way. It should not cut off arithmetic and language and grammar and nature study and drawing, but just as far as possible, nature study should be run in with the language, geography, arithmetic; the drawing should closely correlate with the language, and other branches, the one should illustrate and interpret the other, mutually, interdependently. There would be less opposition if we handled our course of study in that way.

we handled our course of study in that way.

Third, the teachers. It is so easy to be misunderstood and I am sure that the writer of the paper would hardly be willing to stand for exactly what he said concerning the teachers. taken alone it must be interpreted in the proper spirit. We must have excellence in teachers, and it is our business to help the teachers that we have and make the best of them. Per-sonally I do not believe in the direct criticism and certainly the criticism should never be made in the hearing of a third party unless it is a coworker of a higher grade than the person criticised. That is to say, if it is a teacher that the superintendent is criticising, the criticism should not be made in the presence of another teacher and certainly not in the presence of the teacher and certainly not in the presence of the school. If in the presence of any one, in the presence of the principal. It is sometimes desirable to suggest, but the direct criticism should be avoided. The word of commendation works wonders. We are only boys and girls grown up and the longer we remain boys and girls while in school work, the better and while we retain that point of view we will keep in closer contact with them. Instead of making a direct criticism, say, "I am going to suggest that you try so and so." Let the correction be by implication. Simply, "Did you ever try so and so?" and that is all that is necessary. The teacher will try. She is anxious to. All help that we give should be borne necessary. The teacher will try. She is anxious to. All help that we give should be borne largely of the theory which we have learned but more largely from the practice which we cer-tainly ought to have had. We ought to know first hand by the time we become superintendent of schools pretty closely how things are going to work out in their application as between teacher and pupil and parent. This part of the work I need hardly say, is often taken as the exclusive part, so far as the supervisory work is concerned and yet it is only a part of it. It is difficult to sav which is the most important part. any one of the three, the work with the board, the work with the public, the work with the teachers, and the other two fall to the ground and one's usefulness ends there.

But there must be however, a bond of hearty sympathy and cooperation between the superintendent and the whole teaching force. Absolutely that is essential, and I do pity the superintendent who does not undergo the keen heartache of listening to the details of many a teacher's heart sorrow. We all know what that means. If we stand in the relation to our teachers that we ought to as good superintendents, the teachers will come to us and tell us things that hardly another man on earth is told. Then we get the closest to the teacher, and when that relation comes, anything can be said, because there is that bond of sympathy. like experience, like suffering, and the two are one and the very best work for him and for her for whom we are all working, the boy and girl, must result.

#### Professor Ashmore of Union College

I do not presume to say anything on this subject in the presence of these experienced gentlemen, except a word or so regarding a point in which I find myself much interested. These two able papers, or the paper and the discussion, the remarks of Mr. Freeman superadded to the very able and instructive paper of the first speaker, are sufficient to set us thinking for some time.

I have been much interested myself in the matter of the selection of text-books in the schools. It is to a certain extent connected with my own work in the college, and I have a great deal of sympathy with the teachers in the schools who often are obliged to use books which they do not approve of, and, which often they do not understand.

It seems to me that the superintendent has it in his power to correct the evils which exist today in our schools in relation to this matter; the principle laid down by the first speaker touching this question practically covers my own view, though it does not go into details

view, though it does not go into details.

I can not help feeling that the selection of any text-book should be determined in the main by the judgment of the teacher who has to use that text-book with his or her pupils. I am of the opinion that the teacher who is not allowed to use a text-book of his own choice is working at a disadvantage. Accordingly, as Superintendent Shear has just said, a text-book should not be selected by a superintendent or a principal without serious consultation with the teacher who is to use it. But there are influences which are brought to bear upon principals and superintendents and boards of education, from outside, which lead to the selection of text books not at all suited to the needs of the pupils. as these needs are seen by the teachers. Sometimes these influences extend downward until they reach the teachers themselves. In that case the teachers often accept text-books which their own good judgment, if unhampered, would reject. Against such influences (sometimes amounting to threats) the teachers should be protected by the principals. superintendents, or boards of education. But the trouble is that the sources of pressure I refer to are too often in league with the school authorities themselves, to the detriment of education, and the dishonor of all concerned.

The criterion in all such cases should be, not the interests of the large publishing firms, nor indirectly the inclination of principals, superintendents or boards of education to yield to the subtile pressure which the agents of said firms know well how to bring to bear in the most effective manner possible; but the character, in each case, of the text-book or text-books under discussion. An honest teacher who knows his subject and his pupils is better able than anyone else to solve any problem arising from the possible difference in point of excellence between one text-book and another. I believe that this matter is one to which the superin-tendent, in whatever city he may be, should give his careful attention, and a great deal of time. There are persons here who know, as well as I know, that the selection of text-books is often determined, not in accordance with the best judgment of the teachers or even of the other school authorities, but in the interest of those whose chief business it is to sell them. It is against this evil that school superintendents should fight honestly and effectively. It lies chiefly with them to eradicate the evil. makes a vast difference to the success of our school system whether the text-book is the right one, and whether the teacher who uses it is

#### Principal Burks of the Albany Training School:

I wish to emphasize an aspect of the general topic that was touched upon, perhaps suggested but not developed in any detail. It is, what may be called, the necessity of something like cooperative scholarship on the part of the school supervisors including superintendents and principals. It is absolutely impossible that any individual through his own experience should knowledge requisite accumulate the determining even the simple problems of school supervision; and before we shall have anything that can in any proper sense be called a scientific control of education we must have available for our use, a large body of exactly determined data upon the main problems of school supervision. I say exactly determined, for in education it seems as if almost everything were said and nothing proven; and until we are able to back up our judgment by facts that are exactly determined it will be impossible for us to attain the influence, to be sure of our own ground, to place the activity of school supervision upon the same sure foundation upon which many of the business activities of life are based.

A short time ago I had occasion to look up with some care the reports that are made by the superintendents of the cities of the United States above 25,000 in population. I think it may be helpful, may give a new point of view at least, to give some of the results of my investigation. I wanted to find out what exact data were obtainable with respect to certain problems of school supervision. I looked through minutely the reports of twenty-five cities chosen absolutely at random in order that they might be representative of the general conditions. In those reports I found over 1,400 different headings upon which data, presumably exact, were reported. And of those 1,400, more than data, 90% were reported upon by fewer than half of the twenty-five cities, and 60% of the 1,400 items were reported upon by one city only

Now that to my mind speaks volumes. is practically no unanimity among the superintendents and school authorities of this country as to the data properly included in a school report. Now it is perfectly possible for the superietendent in Schenectady, to take certain data that he has ascertained and to make comparisons with similar data collected in other cities; but this one to one comparison is absolutely inadequate. We must be able to compare certain facts that represent our schools with the whole body of schools in this country before we can find ourselves upon a sure basis.

In the leading paper, reference was made to the fair percentage of the total city expendi-tures for schools. What is a fair expenditure? tures for schools. What is a fair expenditure? Suppose we want to argue the matter with our board of apportionment or with the board of education in order to raise the school tax. That appears to be a simple problem, how much of the total expenditure of any given city, is a fair expenditure for schools? The expenditures in this country among cities above 25,000 varies between 6% and 47% of the total municipal

Now it might be thought that those cities that spend the highest percentage are the most liberal, but those that spend 47% may spend very little for anything else. A city superintendent can not say because his city spends 50% that it is a liberal city. He must find out how much they spend for the city in general and then compare it. Of course that is a purely administrative problem. It is perfectly possible to deal in an exact way with purely educational or supervising problems. What is the economic apportionment of pupils per teacher? It varies in this country in the elementary schools from an average of thirty-five pupils to sixty. What is the most ad-Nobody knows. vantageous apportionment? It has not been studied.

We can measure with exactness if we determine to do so, the result of certain methods of teaching arithmetic. We can tell that certain results will obtain under certain conditions and certain other results will obtain under different conditions, and if twenty-five men of this country or this state, agree to engage in something like a cooperative investigation of the problems of school administration they could be sure of some things. At present, I am quite confident, they are sure of nothing.

#### Principal G. W. Kennedy of Saratoga Springs:

I am not a school superintendent, but as a principal, I am interested in much of the work that the superintendent has to do, and if this assembly wishes to discuss this question, I would like to direct the discussion toward practical ends. would like to ask two or three questions here in regard to certain difficulties, but first wish to make a little suggestion in reference to text-books. I do not agree with one speaker who has told us that the influence of the book companies is something fearful and a menace to our schools. I think the book companies can be quite nicely managed if we go about it carefully. When several book companies are rivals, let us play off one against the other. Most of the text-books are of about equal value. Those that are selling well among the schools have nearly equal merit. Then, why not agree to give one company a certain number of textbooks, another company a certain number, and so on. Then we shall keep things going very

I might say in addition to this, that I have not a very high opinion of a teacher who can not get along with almost any standard text. think a teacher ought to be above any par-ticular book. Possibly college professors and tutors must have particular editions, but the rest of us, I think, can teach with any standard text-book. Of course we would not think of putting into the hands of a teacher who had been trained according to the sentence method, a book beginning with the A B C plan or the phonetic method. We must fit our garment to our cloth in some particulars. But it seems to me that in this matter of text-books we need not be over particular.

Now, I would like to learn from some superi ntendents who have had success in the matter of getting good school buildings, how they persuaded the board that a certain kind of building How did they persuade the board was best. that the children were being discommoded and that their health and best interests were being very much interfered with by improper housing; and how were the boards convinced in regard to what constitutes a first class school building and the best furnishings for it. I would like to ask similar questions in regard to text-books. I think the superintendent should have much to say in choosing text-books; but how can they get this matter out of the hands of the board of education? How to get the selection of teachers somewhat out of the hands of the board of education and in the hands of experts is another important subject.

Have any had difficulties along these lines, and won out, so to speak? I think a rehearsal of experiences in these particulars would prove

valuable to us all.

#### Official business.

The secretary reported the sending of engrossed resolutions to Mrs. Parsons, expressing the affection and admiration of the members of the Club for her husband, whose death we deplore, and her reply was read to the Club.

The secretary reported the publication of the minutes of the fall meeting and asked for instructions.

Voted, That the proceedings continue to be

published.

The secretary called attention to the constitutional provision for a spring and fall meeting, and the Regents resolution deferring Convocation till October.

Voted, That the question of the fall meeting be referred to the Executive Committee with

Report of the treasurer was presented by Mr Cobb and on formal motion accepted.

| Balance reported December, 1905<br>Dues received to date |       |    |
|----------------------------------------------------------|-------|----|
|                                                          | \$242 |    |
| Payments made                                            | \$187 | 60 |
|                                                          | \$242 | 64 |

The second topic of the session, The Supervision of High Schools was presented in a carefully prepared paper by Superintendent M. G. Benedict of Utica, which is reprinted in full on another page of this number.

Principal Knowlson of Poughkeepsie

He was followed by Principal Walter S. Knowlson of the Poughkeepsie High School,

who opened the discussion as follows:
In opening this discussion I have taken the liberty of preparing something in a more formal way. Possibly I have digressed from the real purpose of the discussion, yet I felt in many ways that this question of high school supervision was so varied and so diversified in its forms that it was best for me, as was stated by Superintendent Benedict, to confine myself to something more definite and something more limited. I have taken up in my discussion one of its more limited forms, yet to my mind one of its most important and one of its most potent.

In the business world of today, the demands are for effectiveness, courtesy and uprightness, qualities which must be possessed to a larger or smaller degree by all who wish to make a success

of life's work.

As these qualities are demanded by business men of those employed in their service, so there is likewise a demand that these qualities shall be developed in the graduates of the high school, for they ultimately become the men and women who are later to enter into the walks of life now occupied by others. The graduates of high schools are more and more sought for by those wishing competent service. The people have confidence in the work done by the high school

of today in all of its departments

Of course there is here and there a disappointment among those who finish out the high school course, and failure rather than success crowns his efforts; the results have not justified his ambition. The graduates are boys and girls, not men and women; their strength lies in a well trained and a well developed mind and body. mentally, morally and physically equipped Still they may not all be a success; they may not all possess those qualities which bring the reward of life, for they are full of human nature where failure is more common than success. It has been said that "the child is the inheritance of ruins," yet out of these ruins comes often merited success.

The finished product of the high school should possess efficiency, uprightness and cour-All possess these qualities to some degree; some in the mere cold and formal sense, lacking originality, breadth and resourcefulness, a pure machine. They may have other qualities, but lack the moral side and lead a cold, selfish life.

one of a purely commercial type.

The first of these qualities, efficacy, requires that the end desired, the knowledge of the material, the limitations of nature and environments of the individual must be known. Education cannot be forced against the will of the boy or girl who takes advantage of its opportunities. No results can come without the inclination and the cooperation of the individual. To set a standard of such efficiency is a difficult matter, for ability is not an article of trade that can be measured by a rule nor reckoned in dollars and cents. Each vocation of life has its standard; the lawyer, the business man, the college man each believes his own standard is right. Yet no high school can in its four years' course familiarize a person with a dozen activities. We cannot turn out competent business men, lawyers and farmers. The high school can only develop the faculties of the individuals and train the various qualities given him by nature into right habits of observation and thought; he must adjust himself afterwards to the conditions and environments of that profession or business which he may choose as his own. The only standard that the high school can set will be that of good work, which through the later training of life will bring success from its results; thereby he may satisfy his obligations to the state and enjoy to the greatest possible degree both his labor and his leisure.

The high school has an awakening and inspiring influence to the boy or girl who has no definite aim or purpose when entering its doors. No special liking or desire for any particular occupation or calling may be his part, but as he goes on in his course, he finds an incentive of which he was previously not conscious. Success here, as in life, depends upon having an aim, a definite purpose, a settled conception of what one shall do to earn his living in the world. Few graduate from a high school without it; those that do, are guided by the work of the high school in later deciding what shall be their vocation. He thus learns of his latent powers, powers which may have laid hidden during his whole life, until they are wakened either at the very end of his course or directly afterward. He thus justifies his existence.

Today the professions and various walks of business life are filled with the high school graduates. The high school with its highly trained teachers, its full modern equipment have given them an impulse to the future; they are to become the leaders, the men and the women of the future, leaders in all branches of industry where power of intellect, uprightness of heart and courtesy of manner are demanded.

Our high schools are doing much to develop not only efficient men and women, but respectful, courteous men and women of uprightness and integrity, who can be depended upon in school and in society. There are exceptions to all rules; these have always existed and will exist. Dishonest members of society must be numbered among the honest; embezzlements, defalcations, forgeries and robberies will exist as long as society does. Extravagance in life, which is tolerated by society, is the cause. Boys and girls do not get these ideas in the school; ideals are high; literature and art, history and science are brimful of the higher thoughts of heroism, self-denial, self-sacrifice and integrity. Purposes are thus formed, the will is strengthened. Success through the efforts of honesty and truthfulness is the only permanent means to the end. Habits of right thought and action by which obstacles are encountered and overcomethese alone strengthen the will and the intellect; develop confidence and power.

If the purpose of school life was to stop there, it would not be difficult to teach school; to get good work and to accomplish the results sought, but the work is broader. Actual life is the aim and the end. Life at school is only a part;

life at home, on the street, in the crowd, fill out the round. Courtesy in the school will aid in producing courtesy elsewhere; yet still a boy or girl may have the veneer of civility and courtesy in the school and yet have a lack of proper respect for authority, age and reverence. This veneer at school can and may become of the deeper sort than on the mere surface, so that courteous in the one place, courteous everywhere.

Still the school cannot do all. The home and church must aid and accentuate what is done in the school. The firm, but loving discipline of the home, that discipline which today has lost much of its firmness, must be replaced. The church must pay greater attention to the practical application of its teaching, so that in every word and every act the true gentleman, courteous and respectful to all, honest and upright

in every dealing, shall be the result.

The high schools are doing a good work in endeavoring to make its pupils men and women who are efficient, upright and courteous prod-ucts, directed and guided by responsible teach-ers, under proper supervision of a competent principal. Here is the real work; here the real effort must be put forth through right means. Through teachers under the supervision of a competent principal, who rightly and completely understands the organization and management of a high school, and directs its concerns upon principles, must come the desired results. Here is a plant in which the principal is the manager; the teachers, the foremen; the pupils, the workmen; under the stimulus of profit-sharing all of its industries produce the finished product. Some need direction, others guidance; some encouragement, others restraint; some compulsion, others removal. In this work the principal is the administrative power; yet a full knowledge of the working of all its departments is most necessary. He must be a man not from the desk merely, but a man who can step into the workshop and do a day's labor among the workmen. He, as the executive, must know all the phases of the work, even to the most minute detail. He must also be the man at the desk; the business man of the concern, who is able through his administrative capabilities to direct and manage the whole, not only in theory but as stated, in actual practice. Then he can step into any niche and fill it to the very edges.

Here his duty and responsibility only begin. His contact with the pupils and his teachers, whereby his own personality is impressed upon them and whereby through his knowledge of the workings of the school, he may not only suggest and criticize, but sympathize and commend. He must be ready to meet all demands, all emergencies which are dependent for their success and completion upon him as a man and his capabilities. If he is wise he will learn the existing need and, in his wisdom, will endeavor to meet it.

With a hearty good will and a cheerful willingness on the part of all, under able supervision and competent assistance there must be a broadening, deepening and strengthening of that character among the pupils which is born of self-control and self-culture. The wisdom and foresight of the principal, the zeal and competency of the teacher, the trust and confidence of the pupil thereby will secure the results which

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must produce not only present good, but future advancement for all concerned.

#### New members.

The Executive Committee recommended the following for membership, who were duly elected: John A. Naughton. Albany High School, 228 Central avenue, Albany; B. M. Gould, 19 College street, Schenectady; George Lyon, high school, Coeymans; Commissioner James Wingate, Princetown; Principal C. D. Brownell, 521 Beekman Street, Schenectady; Principal E. N. White, high school, Hudson; J. M. Thompson, Education Department, Albany.

The following members and visitors were

present:

Ashmore, Sidney G.; Aspinwall, William B.; Bond, Frank; Boorn, Burt H.; Bothwell, J. L.; Brownell, C. D.; Bradley, Theodore J.; Brubacher, A. R.; Burks, J. D.; Burgin, Bryan O.; Calkins, J. T. P.; Cobb, C. N.; Ellis, George S.; Ellsworth, Jesse A; Elemendorf, George M.; Fairchild, E. M.; Fassett, H. L.; Freeman, John T.; Gould, B. M.; Harten, George H.; Harvey, C. L.; Hayward, Edward; Holmes, Eugene D.; Hotchkiss, O. C.; Howe, John A.; Husted, Albert N.; Jeffers, Granville B.; Jennings, F. W.; Jones, William V.; Kennedy, G. W.; Knowlson, Walter S.; Le Suer, Bert M.; Milne, William J.; Naughton, John A.; O'Brien, T. S.; Robinson, O. D.; Rockwell, L. H.; Rowell, George C.; Scudder, J. W.; Severance, Walter E.; Shannahan, W. D.; Shear, S. R.; Smith, W. A.; Taylor, H. L.; Walrath, M. H.; Thomas, M. G.; Wingate, James; Williams, C. S.; White, Edward N. Edward N.

Visitors

Clifton, Rev. S. T.; Clarke, Frances E.; Hoffman E. C.; Howe, W. W.; Marvin, William M. Covert, S. B.; Crider, W. X.; Howard, E. H.; Hunting, C. E.; Wardle, Emma S. Adjourned.—H. L. TAYLOR, Secretary.

#### COMMISSIONER DRAPER'S REPORT

Commissioner of Education, Andrew S. Draper, has just issued the Second Annual Report of the Education Department, transmitted to the Legislature at its last session. We have not had an opportunity to carefully examine the report before going to press, as it has just reached the editor's table. A casual perusal of the same, however, would indicate that the report covers the educational interests of the State in a comprehensive and brief manner. We are pleased to see that the report has been condensed to such a size as will make it convenient to handle, and believe it will have a more careful reading than if it were as bulky as last year's report. The book is well printed and handsomely bound, and is by far the best looking State report that comes to the editor's table.

#### REGENTS' EXAMINATIONS For Teachers' Elementary and Academic Certificates

JANUARY 22-25, 1906 (Continued from May Number.)

ADVANCED UNITED STATES HISTORY

Questions

1 Fortune had smiled especially upon the Spanish, the French, and the English, and had

granted vast possessions and untold opportunities to them in this greatest expansion in recorded history. At first sight Spain would seem to be the power destined to survive. She first among the nations planted her flag in the western land and she extended its sway with marvelous rapidity for three quarters of a century.

Using the above quotation as an intro-duction, finish the paragraph by a statement of facts showing why Spanish dominion did not extend in America.

2 Give an account of the Dutch West India Company, touching on (a) powers and privileges, (b) character of first settlements made under its authority, (c) means used to secure an agricultural population, (d) causes of disputes with its colonists.

Describe the origin and status of the "poor whites" of the south.

3 How did the troubles between King and Parliament in England advance the cause of liberty in America during the reign of (a) Charles I (b) George III?

Mention an essential particular in which the French colonies in America differed from the English colonies in the French (a) government, (b) industries. How was each of these differences an advantage to the French in war? a disadvantage?

4 During what years of the Revolution was most of the fighting done in the northern states? in the southern states? What was the British plan for the conquest of the south? Give three general reasons for the failure of this plan.

5 Mention two historical facts to show the inadequacy of the government under the Articles of Confederation to deal with (a) foreign affairs, (b) domestic affairs. How was this remedied by the Constitution?

> What means were employed to reduce the public debt in the administration of

(a) Washington, (b) Jefferson?

6 Describe three important routes by which emigrants reached the middle west before railroads were built. In what two ways did the railroad help the growth of the west?

> State the most important provision of each of the following: (a) the Specie Circular of 1836, (b) The Independent Treasury Act of 1846, (c) the Legal Tender Act of 1862, (d) the Bland-Allian Act of 1862, Allison Act of 1878.

7 Show why the Emancipation Proclamation was impracticable in 1861 and necessary in 1863. When and how did the United States free the slaves in the loyal states?

8 Mention three causes of the split in the Republican party in 1872.

Give a brief account of the industrial disorders during Hayes's administra-

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tion. Why are such disorders more frequent now than during the colonial period?

#### Answers

I The Spaniards cared nothing for America, but only for what they could get out of it to enrich themselves and Spain.

They made few permanent settlements, but made conquests and roved about in search of gold. They made slaves of the Indians and incurred their lasting enmity. They were also too weak to resist the claims of the English and French, since contemporary wars in Europe had reduced Spain, meanwhile, to a secondary power.

2 (a) Absolute power in respect to government and trade, (b) trading posts, (c) the patroon system which gave valuable privileges to the patroon who would take or send to America at least fifty emigrants over fifteen years of age (d) the fact that the colonists did not have self government as at home, the Company's power being absolute.

The class of poor whites arose as the result of slavery and the peculiar industries of the south. They were outcasts socially, whom even the negro slaves held in contempt and had no oppor-

tunity to improve their condition.

3 (a) Principally because Charles I did not have time owing to his dissensions with parliament to pay attention to the colonists. latter grew to be nearly self-governing, especially, in the New England colonies. (b) George III could not enforce severe measures against the

American colonies, because part of parliament was opposed to his colonial policy; among those opposed was Pitt, Burke and Fox. Moreover, he was obliged to depend on foreign troops.

(a) There was little local self government among the French. They received their orders mainly from the home government, while the English colonists were accustomed to local self government, and were self reliant.

(b) The French were generally engaged in the fur trade, while the English were farmers.

The French in trading with the Indians made them their friends, but they did not have farms to furnish supplies as the English did. The French was more helpless in war, since they depended on the home government for assistance, while the English, trained to act together, were

able to protect themselves in a great measure.

4 1776-8; 1779-1781; Their plan was to begin with Georgia and conquer northward. (a) The British did not receive as much help from the Tories as they expected. (b) Partisan troops under Marion and Pickett cut off their supplies and harrassed them. (c) Ignorance of the country and remoteness from their base of supplies.

5 (a) The country was anxious to make a commercial treaty with England, but the latter refused to negotiate with a power that was a

nation only in name.

(b) Congress made an attempt to pay the soldiers of the Revolution the amount due them at the close of the war. Congress could only call on the states to contribute, since it had no



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power to raise money. In this as in other cases some of the states responded, others did not.

(c) Congress has the power to regulate commerce with foreign nations and to lay and collect taxes, duties, imposts and excises, and to pay the debts and provide for the common defense.

(a) Import and excise duties and tonnage.
(b) Import duties. Reduction of expenses.

6 There had been three roads cut through the forest to the west as follows: the northern route led to Pittsburg; the middle route to the Kanawha river, a branch of the Ohio; the southern, through the Cumberland gap. These roads were of the roughest sort in early times, but were improved later by government and but were improved later by government and state aid. Later the Erie canal and the Great

Lakes became an important route.

The railroads afforded means of transporting settlers and needed supplies into the country and of carrying its agricultural and forest products

out to the markets of the Atlantic sea board.

(a) It required purchasers of public land to make their payments in gold and silver.

(b) It provided that the government money should be removed from the State banks and kept in an independent treasury at Washington and in sub-treasuries, established in the chief cities. (c) It provided that the government notes known as "greenbacks" should be a legal tender for all debts.

(d) It authorized the purchase of from two to four million dollars worth of silver a month to be coined into standard silver dollars, and provided that they might be used in the payment of debts

by the government.
7 (a) Public sentiment at the north would not have supported it; it would have driven the

border states out of the Union.

(b) It served to prevent interference by England and France; the south was using slaves to assist in building their fortifications; many fugitive slaves were coming within the Union lines and there was no way of disposing of them except to consider them contraband of

▶ Slavery was prohibited in the loyal states by the 13th amendment to the United States Con-

stitution, adopted in 1865.

8 The President's persistent attempt to annex San Domingo; the charge that Grant's administration had directly or indirectly encouraged the rise of political bosses and political favoritism; differences of opinion in regard to the administration's reconstruction policy in the southern states.

In the summer of 1877 extensive railroad strikes occurred over a large part of the northern Later many coal miners of Pennsylvania joined the strike. Riots occurred in many cities, so that the militia and regular troops were employed to disperse the rioters. Business was generally interrupted and much

property was distroyed.

The colonists were mainly a scattered agricultural people with few cities and towns, while the great manufacturing and transportation interests of the present day require many people to live in the large towns and cities. This fact to live in the large towns and cities. affords facilities for organization of labor by means of labor unions whose leaders have authority to coll authority to call extensive strikes for alleged grievances.

#### **ENGLISH HISTORY**

#### Questions

1 Describe by map or otherwise the course of the river Thames and the location of London. How does the location of London favor its commercial growth?

2 Mention four important events that occurred during the Roman rule of Britain and show briefly the importance of each event.

3 Mention three prominent characteristics of the Saxon invaders of England. What feature of local government, now found in Massachusetts, New York and other states, possibly had its origin among the Saxons?

4 Compare the Norman conquerors with the

conquered Saxons, showing two particulars

in which the Normans were superior.

5 Name three noted Plantagenet kings and connect an important event with the reign of

6 Explain how the Church of England became separated from the Church of Rome.

7 Give a political reason for Elizabeth's refusal

to marry.

8 Mention two instances in which commercial rivalry between England and Holland influenced events in America.

9 Why did England become involved in the

Napoleonic wars?

10 What were the "rotten boroughs"? How and when were they abolished?

II Give an interesting fact concerning each of the following: John Bright, Benjamin Disraeli, William Ewart Gladstone.

12 State the nature of the recent treaty made by Japan and England and show the importance of this treaty.

#### Answers

1 The Thames is in the southeastern part of England and flows southeast into the North Sea. It is navigable for the largest vessels to London, situated sixty miles from its mouth.

London's position at the focal point of all the railroads of Great Britain, in the midst of great populations, and its position on the Thames, fronting the continent, has made it the great commercial center and distributing point of the

world's commerce.

2 (a) The expedition against the Druids and their extinction by the Romans. The Druids possessed great power and influence among the Britons, and by reason of their priestly character were even more powerful than the chiefs. (b) The introduction of Christianity into Britain. At first no notice was taken of the new religion by the Romans, but as it continued to spread it caused alarm to the Roman generals. The Christians, refusing homage to the Roman emperors, were considered dangerous to the state, hence a systematic persecution of British

Christians began.
(c) The Romans cleared the forests and drained marshes, making the soil so productive that Britain became the most important source

of grain supplies in the Roman Empire.

(d) Constantine was proclaimed emperor at York, and through his influence Christianity became the established religion of the Roman Empire.

Cool, determined courage; love of liberty; habits of local self government. The town

meeting.

4 The Saxons were a rough, outspoken and fearless people, living an independent life in the midst of a rude plenty. They were much given to hard drink and gluttony. The North mans were more temperate and refined in their mode of living than the Saxons, and were more polished in manners and speech, since they had come in contact with French civilization in Normandy. They were also quicker witted than the Saxons.

- 5 (a) John Lackland. He was forced by the barons to ratify the Great Charter, "the bulwark of English liberty."" (b) Edward I. He made a conquest of Wales which has remained permanently a part of the English kingdom. (c) Edward III. With his reign is connected the rise of English commerce and the establishment of woolen factories by the aid of skilled Flemish workmen.
- 6 Henry VIII wished to obtain a divorce from Catharine of Aragon and marry Anne Boleyn. He applied in vain to the pope for a decree of divorce. At last Henry VIII decided to withdraw the Church of England from the authority of the Pope and have himself acknowledged as the supreme head of the English church. This was accomplished in 1535 by parliament passing the Act of Supremacy. By parliament passing the Act of Supremacy. this act the English Church became an inde-pendent Protestant church.
- 7 Her marriage to a Protestant would have incurred the enmity of the great Catholic powers of Europe, while her marriage to a Catholic would have alienated a large and influential number of her own subjects.
- 8 The seizure by the English of the Dutch colony of New Amsterdam, whose name was changed to New York.

The navigation laws prohibiting the importation or exportation of any goods into England or

its colonies in Dutch ships.

9 England, alarmed at the horrors of the French Revolution considered the French Republic a menace to established European govern-Moreover, Napoleon at first contemplated the conquest of the English possessions in India and later prepared to invade England itself, hence England joined an alliance of the principal European powers who were striving to

frustrate the ambitious plans of Napoleon.

10 Certain boroughs were supposed to have acquired the right to seats in parliament. Many of these boroughs were mere villages or had disappeared, yet these boroughs or the owners of their sites still sent members to parliament while the populous new cities and towns of England were allowed no representation. The above described boroughs were called "rotten" boroughs since they contained no sound political life.

They were abolished by the reform bill of 1832. 11 John Bright was a staunch friend of the north in the English Parliament during the American civil war.

Benjamin Disraeli was twice made prime minister of England. He was noted for his 'imperial policy."
W. E. Gladstone was called four times to the

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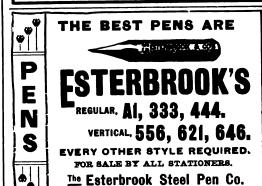
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position of prime minister. He is noted for his

efforts to secure home rule for Ireland.

12 The Anglo-Japanese treaty of 1905 is a defensive alliance made between England and Japan to continue at least ten years. Its objects are the preservation of peace in eastern Asia and India; the preservation of the independence and integrity of the Chinese Empire; the open door for trade in China; and the maintenance of the territorial rights of England and Japan in Asia.

This alliance made between two of the three

great powers in Asia will not only be of great benefit to the contracting parties but also favorable to the peaceful development of Asia and the commercial interests of all nations.

#### PHYSICS

#### Questions

1 Define cohesion, adhesion. Give three illus-

trations of each.

2 Show by a diagram a wheel and an axle such that the counterbalance shall fall 8 ft. while the weight of 50 lb. is raised 40 ft. State the size of the wheel, the size of the axle and the weight of the counterbalance.

3 At what distance above the earth's surface would a body have a weight equal to one half its weight at the earth's surface? Give the process of reasoning by which the result is obtained.

4 Describe the construction and explain the

action of the aneroid barometer.

5 A rectangular scow 30 meters long and 5 meters wide weighs 25,000 kilograms; find the depth of fresh water required to float it.

6 Find the entire hydrostatic pressure on the inside of an open cistern 12 meters long, meters wide and I meter deep, when filled

with fresh water.

7 A ship's captain having adjusted a spring balance by an equal arm balance when at the equator, finds on arriving at London that they do not agree. Account for the change.

8 Trace the relation between the sparks emitted from the brakes when applied to the wheels of a train and the coal burned under the boiler of the engine drawing the train.

9 Account for the fact that a burn from steam is likely to be more serious than a burn

from boiling water.

10 Convert—40° F. into the corresponding reading C., and explain the process.

11 Describe Faraday's bag, give directions for

performing the experiment with it and state the law illustrated by the experiment.

12 Show by a diagram the effect produced on a magnetic needle by an electric current passing over the needle and parallel to it. Indicate by arrows the direction of the current

and the motion of the needle. 13 With the aid of a diagram describe the process

of electroplating.

14 Find the length of wire 5 millimeters in diameter that has the same electric resistance as 6 meters of wire 2 millimeters in diameter. State the principle involved.

15 Assuming 256 vibrations as corresponding to C', find the number of vibrations corresponding to the major third above C'. [C'' is the octave above C'.]

16 Give the mathematic reasoning to prove that C' and D' will produce discord when sounded together while C' and E' will produce harmony.

17 Indicate how one may show on what each of the following properties of sound depends: (a) intensity, (b) pitch, (c) quality or

timbre.

18 Show by a diagram a section of a concave mirror, and trace the rays of light from an arrow between the center of curvature and the principal focus to the image of the arrow, showing how the image is formed.

19 Show by a diagram a section of a convex lens, its principal focus, an arrow, the virtual image of the arrow and the rays of light

producing the virtual image.

20 Make a diagram showing the relation to the earth of the umbra and of the penumbra at the time of a total eclipse of the sun.

#### Answers

r Cohesion is the force that holds together like molecules. To the force of cohesion is due the globular form of the rain drop, the union of broken ice under pressure and the welding of iron.

Adhesion is the force that holds together

unlike molecules.

It is illustrated by the union of glue and wood and of brick and mortar and by the elevation of liquids in capillary tubes.

2 The ratio of the diameter of the axle is to

that of the wheel as I is to 5.

The counterbalance equals 250 pounds.

3 The mutual attraction between two bodies varies directly as the product of their masses and inversely as the square of the distance between their centers of mass. This law applies when we ascend from the surface of the earth.

Hence  $W: w = d^2$ :  $D^2$  in which W is the weight at the surface of the earth; w, the weight above the surface; D, the distance from the center to the surface of the earth; and d, the distance of the body from the center of the earth.

Substituting in the above equation:  $1:2=(4000)^2:d^2:d=5056.84$ 

,656.84—4,000—1656.84 miles, ans.

metallic box which is hermetically sealed after the air is partly removed. It has a very thin metal face connected with a system of wheel work, so that the movements of the face caused by varying atmospheric pressures are indicated by a pointer moving around a graduated scale.

5 A floating body will sink in a liquid until it

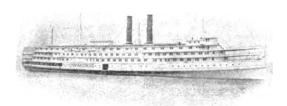
displaces a weight of the liquid equal to its own weight. Hence the scow will displace 25,000 kilograms of water, which is equal to 25 cubic meters in volume. Since the length of the mass of water displaced is 30 meters and its breadth is 5 meters, the depth may be found by dividing the whole volume by the product of the length and breadth.

 $25 \div 150 = .16$  centimeters, ans.

Pressure on bottom=12x3x1x1,000=36,000 kg. Pressure on 2 sides= $12x1x\frac{1}{2}x2x1,000=12,000$  kg. Pressure on 2 ends=3x1x2x2x1,000= 6,000 kg. Total pressure on cistern=51,000 kg.

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7 The weight of a body carried from the equator towards either pole is increased by two causes: (1) the decrease in the distance from the center of the earth, and (2) the decrease in the centrifugal force of the earth's rotation. Hence a given body would weigh more at London on the spring balance than at the equator, but on the equal arm balance the body would weigh the same because the increased attraction of the earth for one arm of the balance is counterbalanced by the increased attraction for the other arm. Hence the spring balance and equal arm balance will not agree.

8 This illustrates transformation of energy. Coal contains stored up energy received from the sun in past geologic ages. When the coal the sun in past geologic ages. When the coal is burned under the boiler, this energy stored in the coal appears in the form of heat which is transferred to the water in the boiler to form steam. The locomotive transforms the expansive energy of steam into mechanical energy of motion which is transmitted to the train. When the brakes are applied the mechanical energy of motion is changed back by friction to

heat and the heat causes the sparks.

9 The latent heat of vaporization of water is 537; that is, it requires 537 heat units to change one unit of mass of water at 100° into steam. When steam condenses to a liquid the latent heat of fusion becomes sensible heat, hence a burn from steam will be more severe than one from boiling water, because a given mass of condensed steam contains more than six times as many heat units as an equal mass of boiling water. over, the burn will be deeper owing to the expansive force of the steam.

To C=\(\frac{1}{3}\) (F-\(\frac{1}{3}2\)) = \(\frac{1}{3}\) (40-\(\frac{3}{3}2\)) = -40, ans. Since the centigrade scale has 100 degrees between the fixed points, and the Fahrenheit 180, it follows that 100°C.=180° F., and hence 1°C.=

This is not account the differing positions F. Taking into account the differing positions of the zero point the following formula may be used to transform from the Fahrenheit scale to the centigrade: C= (F-32°).

11 It consists of a conical linen bag mounted at its base upon an insulated hoop and having silk threads tied to its apex. When the bag is electrified, it can be shown by the proof plane and an electroscope that the charge is entirely on the outside. If the bag is turned inside out by means of the silk threads, the charge passes through the linen so as to be again on the outer surface. This experiment illustrates the law that a charge of static electricity lies wholly on the outer surface of an insulated conductor.

12 When a wire carrying an electric current is passed over a mounted magnetic needle and parallel to it, the north seeking pole of the needle will be deflected to the left, if the electric current passes from south to north, and to the right if the direction of the current is reversed.

(See text books for diagram.)

13 Electroplating is the process of coating one metal with another by means of an electric current. The article to be plated, having been thoroughly cleaned to remove all fatty matter, is attached to the negative electrode of the battery, the electrolyte being a solution of some chemical salt of the metal to be deposited. piece of the metal of the kind to be deposited is attached to the positive electrode The action is a form of electrolysis.

(See text-books for diagram.)

14 Other things being equal, the resistance of a conductor of electricity is directly proportional to its length and inversely proportional to its area of cross-section, or to the square of its diameter, hence x:6=25:4.

x=37½ meters, ans.

15 256x2=512; 512x1=640, ans. 16 When two notes are sounded together the number of beats per second is equal to the difference in the frequency of the vibrations per

second producing each note.

Since C' and D' are produced by 256 and 288 vibrations, respectively, per second, 288-256, or 32 beats will occur when they are sounded together; and since E' is produced by 320 vibrations per second, there will be 64 beats per second when C' and E' are sounded together. Discord is produced by sounding together notes that give more than 10 and less than 60 beats per second, but the greatest discord results when

the beats are about 32 beats a second; hence C' and D' produce discord and C' and E', harmony.

17 (a) Intensity of sound depends on (1) amplitude of the vibration producing it, (2) the distance at which it is heard and (3) the area of the sounding body.

the sounding body.

(1) can be shown by striking a tuning fork slightly and afterwards striking it a harder blow. In the latter case the sound will be much louder.

(2) can be shown by comparing the loudness of a given sound at different distances from its

source.

(3) Can be shown by comparing intensity of sound made by a narrow tined tuning fork with that of a broad tined fork of the same pitch.

(b) That pitch depends on the number of vibrations made per second by the vibrating body producing it, can be shown by Savart's wheel, which consists of a toothed wheel mounted on an axle so that it can be put in rapid rotation. When a stiff card is held against the teeth any change of speed is accompanied by its corresponding change of pitch.

(c) That musical sounds vary in quality can be shown by comparing the tones of the violin, piano and cornet. The physical explanation of quality is that sounding bodies vibrate not only as a whole but in various parts. This can be shown by slipping stiff paper rings about a half inch in diameter over a sonometer wire. draw the bow over the wire and touch the wire at 1 the distance from the end, the rings will indicate that the wire vibrates in segments.

18 The image is real, inverted, larger than the object and beyond the center of curvature.

(See text-books for diagram.)

19 The object is placed between the principal focus and the lens, and the image is virtual, upright and larger than the object.

(See text-books for diagram.) 20 (See text-books for diagram.)

#### HISTORY AND PRINCIPLES OF EDUCA-TION

#### Questions

1 What characteristics of the work of Socrates

entitle him to rank among great teachers?
2 Name the subjects included in the Seven
Liberal Arts. Write briefly on the origin and history of the Seven Liberal Arts as a course of study.



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3 Account for the rise of Scholasticism. Name three prominent scholastics.

Cite facts to prove that Erasmus was the supreme literary authority of his age.

5 Describe Ascham's method of studying the classics, and compare its value with that of some method in use at present.

6 Fénelon advocated the teaching of morals by Discuss the character of means of fables. fables to be used in such teaching. Show with what grade of pupils they are most

valuable, giving reasons.
Write briefly on the origin and growth of the

study of the natural sciences.

8 Describe the character and the results of the work done by Pestalozzi at Yverdon.

Give the essential features of any two of the following: Education of Man, Didactica Magna, Spencer's Education.

10 Give at least four facts of interest in the origin and growth of compulsory education.

11 Show what contributions to education have been made by any two of the following: Henry Barnard, Mary Lyon, Edward A. Sheldon, Emma Willard.

12 Describe the origin and development of the kindergarten in Europe and America.

Or

Give the history of normal schools in the United States.

#### Answer

I His use of the inductive method of reasoning and his development of high ideals.

2 Grammar, including reading and writing; rhetoric; logic, arithmetic, music, geometry,

The Benedictine order of monks took a deep interest in education and established many

schools in the 6th and 7th centuries.

The Bible, the doctrines of the church, and its rites and ceremonies were at first exclusively taught, but later secular studies known as the seven liberal arts were introduced. This course required seven years and formed the basis of secular instruction in the monasteries and in all the schools for several centuries.

3 It was an effort to establish Christianity on a philosophical basis. One of the principal reasons was to meet Mohammedans on their own

grounds.

Abelard, Duns Scotus, Thos. Aquinas.

4 He became one of the most learned men of his age, taking the degree of Doctor of Divinity at Turin. He applied himself to literary work, refusing offices in the church and positions in universities. He edited and gave to the world many of the classics treasures of the monasteries. He translated Greek works into Latin, but his greatest service was his translation of the Greek Testament.

5 His method was that of double translations. He required the pupil to translate the Latin text into English and learn to construe and parse the Later he required the pupil to translate his own English translation into Latin again. Many teachers of language since that time have employed this method with excellent results, but only superior teachers can successfully carry out the method. The conditions found in most of our schools are best met by a preliminary drill on vocabulary and inflections, followed later by

translations of the texts into English and a limited amount of drill on Latin composition to illustrate the important points of Latin grammar.

6 They should be fables that deal with such life as is familiar to the child. If the fables are about plants or animals, they should be such plants and animals as the child knows so that he can make the application. They are especially adapted to the primary grade, which is the period of strong imagination.

7 The Realists suggested the study of natural sciences, but science teaching proper did not begin until the inductive philosophy of Bacon began to be understood and adopted. It is almost entirely the product of the 19th and20th

centuries

8 At Yverdon Pestalozzi carried out the principles of education which he had so long held. During the first five years there was great prosperity. Educators, philosophers and princes began to study his theories and many visited the school to study its methods. Later personal jealousies among the teachers caused the school to be closed, but the school had fulfilled a great work for education by presenting an object lesson of correct methods in teaching and in training the teachers associated with Pestalozzi so that they could carry correct methods into other schools.

9 Education of Man shows the relation that man bears to God and to nature. Didactica Magna is a very complete course of study extending through twenty-four years. It is divided into four parts: 1 Infancy, or the mother school, from birth to six years of age. 2 Boy-hood, the vernacular or national school, from six to twelve years. 3 Adolescence, the Gymnasium or Latin school, from twelve to eighteen. Youth, the university (including travel),

from eighteen to twenty-four.

Spencer's Education discusses intellectual, moral and physical education and gives particu-

lar emphasis to the value of the sciences.

10 I Among the Jews as early as 64 A. D.,
the rabbis required that every community should support a school and that the attendance should be compulsory. 2 Charlemagne intro-duced the practice of compulsory education for all children. 3 In 1619 the Duke of 3 In 1619 the Duke of that all children should Weimar decreed be kept in school for at least six years. At the present time school attendance is compulsory in both France and Germany. In the State of New York the present efficient compulsory education law was passed in 1894.

11 Henry Barnard was author of works on ucation. He was United States Commiseducation. sioner of Education 1867-1870, but was best known as publisher of the American Journal of Education. Mary Lyon founded Mt. Holyoke college E. A. Sheldon was principal of Oswego Normal school; he emphasized object teaching. Emma Willard; founded a female seminary at Troy, N. Y., in 1821.

12 Answers will vary.

# PSYCHOLOGY AND PRINCIPLES OF EDU-CATION

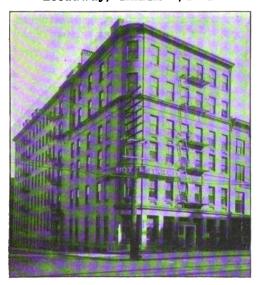
#### Questions.

I Explain what is meant by consciousness. Show the difference between the conscious state and the subconscious state.



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2 Show in detail how a sensation is produced. What is meant by the threshold of sensation?

3 Define percept, illusion and hallucination, showing how each differs from the others. 4 Define apperception and explain how it grows

in strength.

5 On what condition does duration of attention depend?

6 Name and illustrate three well marked stages

in memory.
7 Explain the difference between immediate interest and remote interest. Illustrate each and show its place and value in school work.

8 Define judgment and give a simple illustration. 9 Show what incentives should be used in the

development of character in (a) a primary school, (b) a high school. Give a psychologic reason for each incentive used.

10 Illustrate the inductive teaching of some

topic in geography.

11 Describe the character of reading suitable for a boy of 14 years and give psychologic reasons to show why it is suitable. Illutrate by naming two appropriate books.

12 Give concrete illustrations to show how proper class work may help to strengthen a weak will.

#### Answers.

r Consciousness is the general name for all mental operations. In the conscious state the mind is aware of its own activities, while in the sub-conscious state as in sleep it is not conscious of them.

2 Most sensations result from some stimulus applied to the sensory tissue in which the sensory nerve terminates. This terminal organ may be the skin or some organ of special sense like the ear. The impression produced by the action of the stimulus or outward agency on the terminal organ is carried by the sensory nerve to the nerve cells in the brain in the region of consciousness. The person now becomes conscious of the impression made upon the terminal organ and a sensation is produced.

The threshold of sensation is that point in the intensity of a sensation at which consciousness

is produced.

3 A percept is the result of an act of perception, which is the process of localizing sensations and referring them to definite objects. An illusion is the misinterpretation of a perception.

A hallucination is that which results from attributing objective reality to that which is purely subjective.

4 Apperception is that form of mental activity under which percepts are brought under relation with our previous mental states.
5 Physical condition of the child; agreeable

environment; interest in the subject.

6 (a) Apprehension—the fixing of the memory (b) retention—the keeping in memory; (c) reproduction—the bringing into consciousness from memory.

7 A subject has immediate interest when it is interesting in itself; i. e., a bright color has

immediate interest for a child.

An object has remote interest when the interest is not in itself directly but in its relation to other things. A child may have no immediate interest in an arithmetic lesson, but he has a remote interest in it, perhaps, because his grade promotions may depend on his knowledge of the lesson.

8 Judgment is the consciousness of the agreement or disagreement between two ideas.

Ex. That object is a persimmon.

9 (a) In a primary school those incentives should be used which appeal immediately and physically to the child. (b) In the high school, use rather incentives that bear upon the future strength and welfare of the pupil, because at this age the reasoning powers are sufficiently developed to enable the pupil to see the values

that are not immediate.

To To show how water tears down the land and distributes the soil, have the class observe on several occasions in different places how water tears down the soil after a rain storm, then observe muddy water in the ditches and creeks. After several observations draw out the general statement that water tears down

the hills or land and distributes the soil.

11 That reading should be used which deals with physical adventures and in which correct ethical ideals prevail, because at this adolescent period the boy is sensitive to emotional elements and also to physical activity. Appropriate books: The Lady of the Lake, Talisman, Parkman's Oregon Trail, Dana's Two years Before the Mast. translations of Homer's Iliad.

12 Answers will vary. The principle involved is that class work should be definite and The spirit of rivalry or emulation that comes from contest with others in the same

class is particularly good.

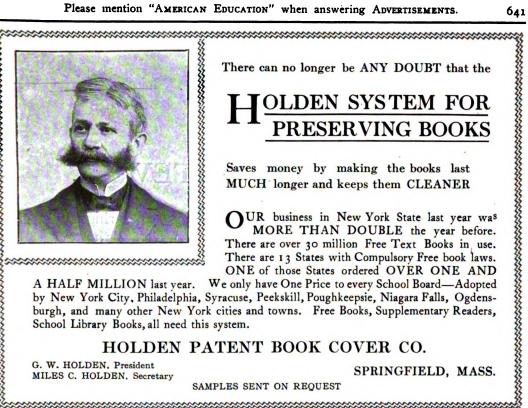
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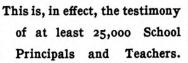
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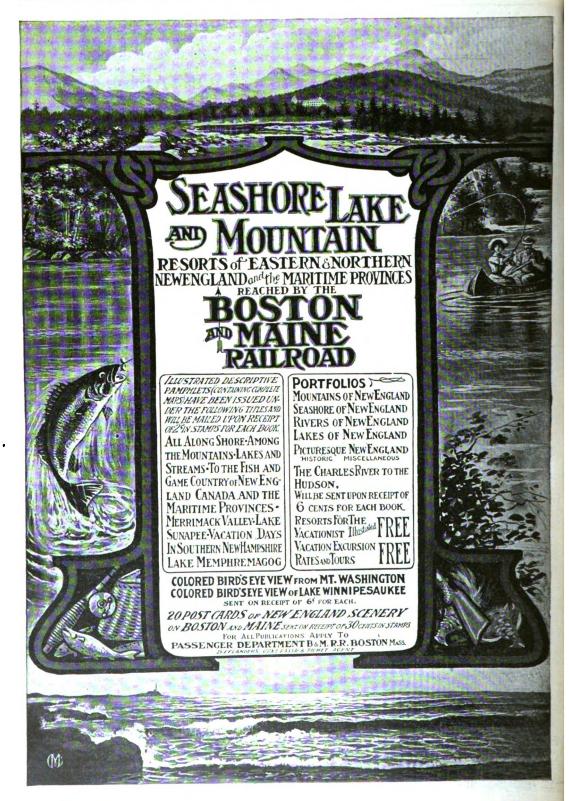
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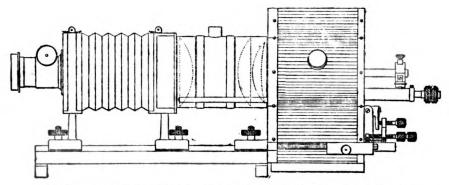


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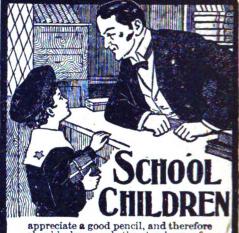
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